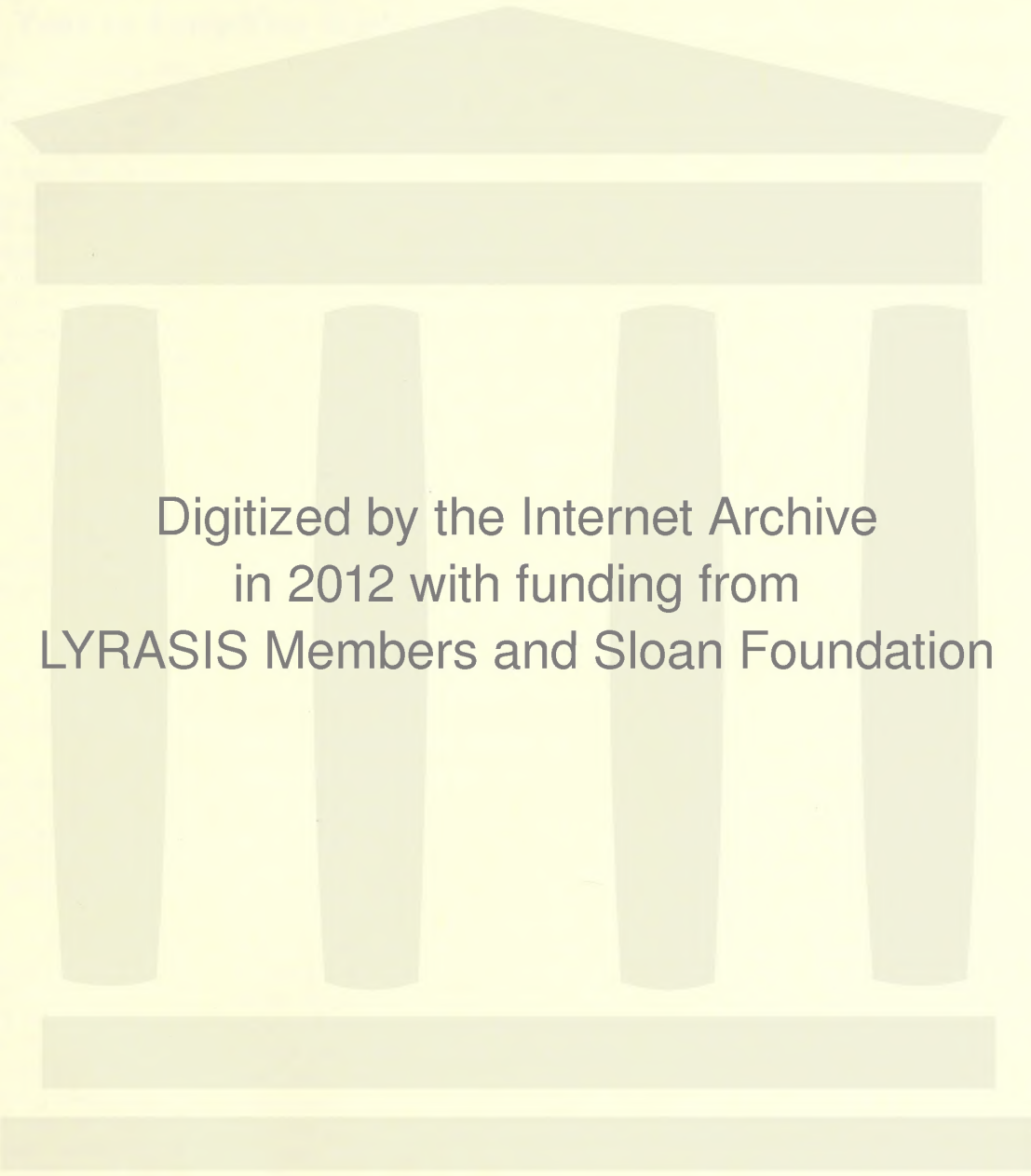




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BULLETIN



SEPTEMBER, 1963

RALEIGH, NORTH CAROLINA

VOL. XXVIII, NO. 1

EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

New Vocational Education Program Introduced This School Year in Forty-Five High Schools

A new vocational education program is being introduced this fall in forty-five high schools of the State. The course, entitled "Introduction to Vocational Education," will be offered as an elective subject to all ninth grade students in the participating schools.

The program is financed through the use of \$500,000 in State funds provided by the General Assembly of 1963. It is experimental in nature, yet has so much promise and need that \$1,000,000 was appropriated for expansion and continuation of the program for a second year.

According to Dr. Gerald James, State director of vocational education, State Department of Public Instruction, the general purposes of the program are:

1. To allow the student to be realistically apprised of his abilities, his potentialities, his interests and his possible limitations.
2. To develop an accurate picture of the functioning of the American economic system and an appreciation for the value of the individual to this system.
3. To present to the students a realistic picture of the vocational opportunities which are now available and which will be available in the future from the standpoint of education and training required for entrance into and proficiency in the various occupations. This will include an exploration of skills and activities which are inherent within the areas observed.
4. To permit the student to coordinate the above listed purposes for his own individual use to the extent of being able to make a more intelligent choice as to his career aspirations and to begin construc-

tive educational planning toward attaining his goals.

By use of these funds, Dr. James stated, a three-phase approach has been made in an attempt to overcome present inadequacies in vocational preparation of high school students. Each of these phases is a step in a progressive attempt to provide the necessary education for the 80 per cent of youth who do not plan to attend college.

In phase 1, the new course is being taught by a vocational teacher in 25 selected schools.

In phase 2, the subject matter of the new course is being correlated with English, mathematics and science courses; 15 schools have selected this phase of the program.

In phase 3, the same approach is made as in phase 2 followed by a total comprehensive vocational program in grades 10, 11 and 12. Five schools have selected this approach.

New Manpower Training Projects Are Approved

North Carolina received notice in August of Federal approval for eight new training projects under the Federal Manpower Development and Training Act, bringing the State's total projects to 42 with instruction for more than 1,200 persons. Federal funds allotted for the new projects involve \$402,644, of which some \$195,000 is for the Employment Security Commission in administration of the program. The remainder is to finance training, provide facilities and instructors.

The new projects approved call for training of 180 persons as hospital ward attendants at Morganton; 20 as stenographers and 42 as automobile and truck mechanics at Edenton; 18 as automobile and truck mechanics at Williamston; 15 as carpenters and 15 as bricklayers at Shelby; 20 as bricklayers at Waynesville; and 15 as carpenters at Kinston.

Special Education Classes Had 27,180 Pupils in State

Special classes for handicapped children were operated in the public schools by 143 of North Carolina's 173 county and city school administrative units during the 1962-63 school year. These classes enrolled 27,180 pupils between September 1, 1962, and June 30, 1963, as described in a summary report on special education in public schools, issued by the State Department of Public Instruction on June 21, 1963.

The special classes were taught by 756 teachers with preparation in one or more categories: speech handicapped and hard of hearing; visually handicapped; physically handicapped; or mentally retarded. Also, pupils with speech and hearing handicaps were served by 160 speech therapists in the special classes through the year. Ten colleges or universities in the State offered one or more courses as a part of the preparation for special education teachers.

The number of children and special teachers reported for the school year were as follows in each main category for public schools:

17,191 speech handicapped and 370 hard of hearing pupils, with the 160 speech therapists supplementing regular classroom teachers.

45 visually handicapped in special classes with 4 teachers, and a total of 275 visually handicapped pupils who were supplied with special editions of textbooks in large type or Braille.

228 crippled or otherwise physically handicapped, with 19 teachers.

8,640 educable mentally retarded with 480 teachers.

And 1,121 trainable mentally retarded with 93 teachers.

About 6,000 educable and trainable mentally retarded children received individual psychological examination during the year, the report said.

Superintendent Carroll Says...

(Excerpt from address made at annual Superintendents Conference, Mars Hill College, August 14, 1963.)

At this juncture I feel compelled to digress from direct reference to German and European affairs and invite your attention to one of the gravest domestic problems ever to confront our Nation. I refer to unemployment, and especially to unemployability, among our youth. I wish we could say that our youth are either at work or at play. Too often they are at neither. Furthermore, the condition can easily worsen unless you and I and those like us do something, and quickly, for more of our youth.

Early this year there were five million people in this Nation looking for work and unable to find it. The number was even higher if we added to it those who were getting only part-time work. There were seven million in the work force between the ages 16 and 21, and of this number one million were looking for work and were unable to find it. One million more youths will reach the age of 16 in 1963 than in 1962—3.8 million this year as compared with 2.8 million last year. Unemployment among non-whites is quite severe. For non-whites under 21, the percentage of unemployment early this year was over 20 per cent. Certainly there is unrest under such circumstances!

Much of this unemployment is attributed to a combination of three factors:

- The revolution in agriculture which has permitted farmers to increase their production and income the last two years even as farm employment dropped by 500,000.
- Youth: The number of Americans reaching age 16 this year is expected, as I said previously, to total 3.8 million—up from 2.8 million in 1962. As President Kennedy has said, "The post-war baby crop is about to engulf the labor force."
- Automation: Since World War II advancing technology has permitted output to increase by 67 per cent, while manpower needs have risen by only 3 per cent.

I repeat you and I and others like us in North Carolina and this Nation have a job to do in helping to equip people to become employable, to find a job, and to hold it once they have found it.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL

State Supt. of Public Instruction
Vol. XXVIII, No. 1

EDITORIAL BOARD

L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, RONALD E. WARE

September, 1963

The problem we face in education is how to produce informed individuals capable of leadership; how to produce people who can think independently, and whose thinking is based on sound knowledge. Students cannot be regarded as mere receptacles for information. Robert M. Hutchins

The cleverest textbook cannot make a student think. We cannot legislate learning; we can only create the climate of opinion in which it may flourish. Marshall W. Fishwick.

I view education as the most important subject which we as a people can be engaged in. Abraham Lincoln.

The area in which a poor education shows up first is in self-expression, oral or written. Norman Cousins.

You can wait a few years whether you rebuild a slum, or whether you build a highway. That can wait—you can do it later, if necessary. You can't wait with education of children. Walter Lippmann.

I don't believe in *letting* things happen; I believe in *making* them happen. Edward Harold Litchfield, President, University of Pittsburgh.

All other reforms are conditioned upon reform in the quality and character of those who engage in the teaching profession. John Dewey.

In spite of the importance of education to world peace and national defense, the job of education remains the primary task of the state. Governor Terry Sanford.

Education is not a haphazard matter—it must be carefully planned. Education cannot be had without hard work toward predetermined goals—and it is worth every ounce of effort one can put into it. Before one can get a start toward his life of education, he must learn, with the help of his principal, his teachers, his counselors, and his parents, how to take over his own direction of his own life. The Beta Club Journal.

NORTH CAROLINA PUBLIC SCHOOL

What Education is Best?

Education must be for now as well as for tomorrow. That education which is best for today will give us youth who are ready to accept tomorrow's challenge. If this position has validity, it then becomes the responsibility of schoolmen and laymen to determine with increasing understanding what it is that youth need now—what education is best. This problem should not be tackled by the timid or those who are satisfied with the status quo. Determining what is best in education at any given time should be founded on the premise that intelligent change is at the heart of all progress.

Of perennial importance, it seems, is the necessity that every possible effort be expended in helping young people to know themselves—their strengths and limitations, the forces which have made them what they are, and the realistic factors, which must be faced if they are to achieve their maximum development. Emphasis on this concept would not demand new courses in the curriculum, nor a complete revamping of the guidance program; but it would demand enthusiastic acceptance of the idea before teachers and administrators could modify existing courses, vitalize guidance services, or make less rigid organizational patterns and procedures.

Understanding purposes, especially as pupils become of high school age, is basic to doing one's best work, a goal which forever has values for the here and now as well as for tomorrow. As habits of doing one's best are developed, the well-being of the individual and society is increasingly guaranteed. Evidence is overwhelming that pupils enjoy working on difficult tasks when these tasks have meaning to them. Perhaps the surest way for educational experiences to have meaning for pupils is to create opportunities through which they may help to plan these experiences.

Education which is excellent

for today and also for tomorrow must give more and more attention to the art of thinking. Essentially, this means more attention to understanding the printed word and the spoken word, more attention to gathering data and weighing evidence, and more attention to decision making. Learning to marshal facts in terms of thinking objectively and clearly, a skill which all teachers should assist pupils in attaining, may be polished through the experiences of tomorrow but is desperately needed today, even as youth in school are learning to accept numerous other responsibilities.

Creating a desire for learning is always the school's chief responsibility. The degree to which this goal is achieved now determines, in large measure, how long there will be a tomorrow. In every generation, that education is best which helps youth to live so richly today that they are prepared for tomorrow's challenges.

Developing skill in self-evaluation is one of the surest ways to guarantee continuous teacher growth. Fortunately, school faculties throughout the State are finding this to be true as serious efforts are being made to improve course content and teaching techniques. Even before accreditation standards made it mandatory that schools engage in self-studies and prepare course syllabi, many schools were utilizing this approach as a sensible manner of determining strengths and weaknesses.

Analyses of course offerings, pupil population, community characteristics, teaching techniques, evaluation procedures, and the like, invariably mean that teacher insights are raised and that staff members gain a new appreciation for the school's total educational effort. "What to teach" comes into clearer focus as self-evaluation takes place; "why teach it" takes on new meaning; and "how best to

MAILING LIST

We are anxious that all members of boards of education, superintendents, assistant superintendents, supervisors and principals be included on the mailing list to receive this publication. Since our current mailing list may not be complete in this respect, it is requested that each superintendent check the situation for his unit and then let the editors know of any omissions. We shall be glad to take off or add any names in these categories.

The Editors

Attendance Counselors

The State appropriation for salaries of full-time school attendance counselors goes a long way, but not all the way. Administrative units will bear a substantial part of salaries under the payment formula adopted by the State Board of Education, \$100 to \$300 per month for nine months per year. With local salary supplements, school units should add significantly to the 89 full-time attendance counselors they employed during the past school year to help with absence and dropout problems.

There's Nothing Like It

do it" assumes dignity and genuine significance.

Teachers grow in knowledge, understanding, and determination as sharing, probing, agreeing, disagreeing, and constructive planning take place. This leads to course content which has meaning to students; it leads to teaching techniques which elicit the best from all students; and it leads to continuous self-evaluation on the part of everyone as a dynamic way of growing together.

Perhaps one of the best by-products of the process of self-evaluation is the fact that staff meetings and committee meetings will in the immediate future be concerned more and more with professional rather than routine matters.

Though not a panacea for all educational problems, continuous self-evaluation has definite possibilities for strengthening the teaching and learning process.

1963 General Assembly Increases Funds and Services for Public Schools

The General Assembly of 1963 enacted legislation providing for a number of changes in the operation of the public schools for 1963-64 and 1964-65. Some of these changes will result from increases in funds for both established and new programs and services. Other changes will result simply from new or amended school legislation.

A summary of these provisions are as follows:

1. Provided funds to increase the salaries of teachers and supervisors by \$15.00 per month the first year and an additional \$10.00 per month the second year of the biennium.
2. Provided funds with which to grant teachers five days sick leave per year, cumulative as is now provided for State employees.
3. Provided funds with which to adjust salaries of principals, and lengthen the term of employment of principals in the larger schools.
4. Provided funds with which to expand the Prospective Teachers' Scholarship Loan Program for worthy high school students desiring to become teachers.
5. Provided funds with which to enable local school systems to employ additional teachers for the mentally retarded, the hard-of-hearing, the visually handicapped, and the physically disabled (100 additional teachers the first year of the biennium and an additional 100 teachers the second year of the biennium).
6. Appropriated funds for the employment of 150 additional teachers to work with gifted and academically talented students.
7. Strengthened the compulsory school attendance law by providing funds for the employment of attendance counselors.
8. Provided funds for the employment of 49 additional assistant superintendents to work in the larger school administrative units, thus making the total 94.
9. Appropriated funds (25¢ per pupil in average daily attendance) to help local school units purchase films and other audio-visual aids.
10. Increased bus drivers salaries from \$27.50 per month to \$30.00 per month.
11. Appropriated 1½ million dollars for experimental programs in trade and industrial education at the high school level.
12. Provided funds with which to permit the allocation of one additional teacher for every 15 teachers regularly allotted instead of one for 20 as in the previous biennium.
13. Passed legislation clarifying the authority of local boards of education in making school cafeterias available for public use.
14. Enacted legislation requiring boards of education to establish schedules of fees to be charged students attending schools under their jurisdiction and directing local boards of education to adopt rules and regulations governing solicitations and fund-raising activities.
15. Provided funds necessary to revise the base teacher allotment formula to take into account upcoming and outgoing grades, changes in population, and the dropout factor.
16. Provided the funds necessary for a material expansion in the number of vocational education teachers, primarily in industrial education centers.
17. Provided funds for some improvement in the allocation made to the counties and cities for the operation of school plants.
18. Enacted legislation which would authorize the State Board of Education to use unencumbered appropriation balances at June 30, 1963, and at June 30, 1964, for the purpose of reducing high school textbook rental charges and providing a more adequate supply of high school textbooks.
19. Provided additional funds to provide more adequately for the rehabilitation of disabled people.
20. Provided an appropriation for additional equipment in industrial education centers.
21. Appropriated funds for the improvement of State-level administration, supervision, and services required by expanded educational programs in the field.
22. Provided funds for a five per cent increase in the allotment to school administrative units for clerical assistants in offices of school superintendents.
23. Appropriated funds necessary for a \$10 per month increase in the salaries of mechanics and property and cost clerks in the public schools.
24. Amended the school laws to make it possible for county and city school boards to purchase tax-sheltered annuities for public school employees as provided by Section 403-B of the Internal Revenue Code.
25. Enacted legislation effective July 1, 1965, to provide for the school bus transportation to pupils residing within the corporate limits of cities and towns to schools within the corporate limits, thereby eliminating an inequity existing between transportation services for these pupils as compared with pupils residing outside of the corporate limits of cities and towns.

In addition to these provisions directly affecting the operation of the public schools, other significant school legislation enacted by the General Assembly of 1963 were laws which:

1. Liberalized retirement benefits for school personnel and State employees.
2. Provided for a new program of community colleges and technical institutes.
3. Authorized a \$100 million State-wide bond issue for the construction of public school facilities.
4. Approved funds for the extension of in-school educational television throughout the State.

Bomar Assists Librarians In Midwest Airborne TV

Cora Paul Bomar, Supervisor of School Library Services, North Carolina Department of Public Instruction, served as a consultant to the Midwest Program on Airborne Television Instruction, June 7-9 at Purdue University, Lafayette, Indiana. She was invited by MPATI to work with its staff and school librarians from midwestern states. The group met as a committee to explore ways for school librarians to assist in school use of televised instruction provided by MPATI.

The Midwest televised instruction program is the largest in the nation. It maintains a fleet of high-flying airplanes, which are used one at a time circling near the Purdue campus as a transmitting station covering schools in several states. MPATI furnishes taped telecasts for rebroadcast and closed-circuit television to schools in many other states. Norfolk, Virginia, schools use some taped MPATI instructional programs. A characteristic of MPATI instruction is that each telecast session is essentially self-contained and self-explanatory, to provide a generally flexible sequence for a well-prepared class of students.

The librarians meeting with the MPATI staff considered mainly ways for improving, updating, and supplementing the bibliographic and audiovisual resources listed by MPATI in guides for classroom teachers. Over-all aim was to assist classroom teachers in obtaining all resources needed to support the televised instruction.

Miss Bomar served as president of the American Association of School Librarians from July 1962 to July 15, 1963, and will serve on the executive committee of that organization during the 1963-64 school year.

5. Provided for expansion of the mental health and mental retardation programs in the State.
6. Provided for a change in the manner of selecting members of boards of education in a number of school administrative units.

Law Establishing New Community Colleges Is Issued As a Booklet For Persons Concerned

Chapter 115A of the General Statutes, titled "Community Colleges, Technical Institutes, and Industrial Education Centers," was issued as a 27-page booklet in August by the Department of Community Colleges for use by officers, trustees, and boards of education concerned. The Department of Community Colleges was established under the State Board of Education effective July 1, 1963, in accordance with Chapter 115A enacted by the General Assembly of 1963.

The purposes of the legislation as described in the law are: "to provide for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs, to serve as a legislative Charter for such institutions, and to authorize the levying of local taxes and the issuing of local bonds for the support thereof."

The chapter defines a community college as an educational institution "dedicated primarily to the educational needs of the particular area for which established, and (a) which offers the freshman and sophomore courses of a college of arts and sciences, (b) which may offer organized curricula for the training of technicians, (c) which may offer vocational, trade, and technical specialty courses and programs, and (d) which may offer courses in general adult education."

Technical Institute

A technical institute is defined in the chapter as an educational institution dedicated primarily to the needs of the area for which established, and "(a) which offers organized curricula for the training of technicians, (b) which may offer vocational, trade, and technical specialty courses and pro-

grams, and (c) which may offer courses in general adult education."

Industrial Education Center

Each industrial education center retains its present type of program dedicated primarily to the needs of the area for which it was established. The law describes it as an institution "(a) which offers vocational, trade, and technical specialty courses and programs, and (b) which may offer courses in general adult education."

Under this law, the industrial education centers were transferred from educational supervision of the Department of Public Instruction to the new Department of Community Colleges.

Administrative Area

Chapter 115A states "The 'administrative area' of an institution comprises the county or counties directly responsible for the local financial support and local administration of such institution. . . ."

"The tax levying authority of an institution is the board of commissioners of the county or all of the boards of commissioners of the counties, jointly, which constitute an administrative area of the institution."

Boards of Trustees

The law transfers the industrial education centers from local boards of education (which retain their responsibilities for public schools through grade 12) to a board of trustees for each institution. Properties transferred by boards of education to boards of trustees will revert to the boards of education if they cease to be used for educational purposes as provided in the act.

Procedures of appointment and length of terms of trustees, up to eight years, are provided in the legislative act. Provisions for financial support and management also are included. Continued operation of a textile training school is provided under the last article of the act.

Nine New Staff Members in Eight Areas Join Division of Instructional Services

Nine additional members joined the division of instructional services of the Department of Public Instruction during the past summer. Two of these are in the area of modern foreign language and one each in the following areas: library, music, art, business education, English, special education, and civil defense.

Dr. John Magill, formerly with the North Carolina State Board of Health as a consultant psychologist with the Wilson County Health Department. For three and a half years, he was assistant professor of psychology and acting director of testing services at the University of Pittsburg. Prior to this, he was with the Department for four years as associate for education of the mentally handicapped, and as acting director of the Veterans Administration Guidance Center in Pittsburg. Magill has his B.S. in education from State Teachers College in Pennsylvania and his Ph.D. in psychology from the University of Pittsburg.

Miss Dorothea Macil Via, who replaced Miss Joyce Bateman as supervisor in business education, has her A.B. degree in business administration from Marshall University in Huntington, West Virginia. She received her Master's degree in business education from New York University. In addition, she has done graduate work in psychology at the University of Alabama. Before joining the State Department, Miss Via was administrative associate at the Center for International Progress at Ohio University. Prior to this, she served as assistant professor of secretarial studies at Ohio University and as associate professor of secretarial studies at Coker College. In addition, Miss Via has had extensive business experiences with such firms as E. I. duPont Nemours, the Bank of America, Remington Rand Corporation, Aero Space Medical Association, and National Association of Manufacturers.

Mrs. Joan Pierce Newman, joined the Department September 1

as supervisor in the area of language arts. She received her B.A. in English from Wake Forest College and is currently completing work on her Master's degree in English at Duke University. For the past three years, Mrs. Newman has taught in the Durham County schools. Prior to this, she was a teacher in Kodiak, Alaska, and in the New Hanover High School. During the summer of 1962, she was a fellow in the summer English institute at Duke University and during the summer of 1963, she served as a member of the Commission on the English Planning Institute at Ann Arbor, Michigan.

I. Perry Kelly, joined the Department of Public Instruction on September 1 as art supervisor, replacing Antony Swider, who returned to Birmingham, Alabama, as art supervisor. Kelly has his B.A. degree in art design from the University of Florida and his M.Ed. in secondary curriculum from the University of Florida. In addition, he has done graduate work at Peabody College and at the University of Florida, where he is currently working on his doctorate. For two years he taught art in Orange County, Florida, and later, he was head of the fine arts department for the Orange County (Florida) schools for two years. During his studies at Peabody College, he served as a teaching assistant.

Mrs. Lee Sparkman, a native of South Norfolk, Virginia, is now serving as a supervisor in modern foreign languages. She, too, joined the Department on September 1. Mrs. Sparkman received her B.A. degree in modern languages at Meredith College, and her M.A. degree in French from Laval University in Quebec. She has done additional graduate work at the University of Colorado. Her teaching experiences include four years in Colorado, Oklahoma, and Virginia. In Denver, she served as a television teacher for the public school system for four years. Mrs. Sparkman has also been a model,

lecturer, and consultant-teacher in the John Robert Powers School for Models.

Virgil Miller has also joined the modern foreign language section as a supervisor. He has a B.A. degree in Spanish from Georgetown College in Kentucky and his Master's degree in Spanish and French from the University of Iowa. He has also done additional graduate work at the University of Kentucky. During the past summer, Miller attended his second NDEA language institute, held at the University of Mexico. Prior to this, he had attended an NDEA foreign language institute at Boone. His teaching experiences include two years in Duplin County as a teacher of Spanish and French, and one year as an instructor in the Extension Division of East Carolina College. He has also taught Romance Languages at Auburn University and was a graduate assistant at the University of Iowa. At the University of Kentucky, he served as an instructor in modern foreign language. In recent years, Miller has traveled extensively in Mexico and Cuba.

Dr. Lewis Preston Hancock became associated with the Department July 1 as supervisor of music, replacing Miss Bobbie Pritchard, whose marriage and subsequent resignation left a vacancy in this section. Dr. Hancock received his B.A. and M.A. degrees in music from the Cincinnati Conservatory. His doctorate in music was earned at the University of Virginia. Prior to joining the Department, Dr. Hancock was associate professor of music in the Tennessee Polytechnic Institute. Preceding this, he was graduate assistant at the University of Virginia for two years; and prior to this, he was director of instrumental music in the Richmond County (Virginia) schools. He has also taught at George town College and served for one year as an instructor in the Cincinnati Conservatory of Music.

Mrs. Mary A. Holloway, native of Harnett County, joined the Department on July 1, as library assistant. Mrs. Holloway has her A.B. degree in English from Meredith College. Prior to the accep-

SDPI Staff Resignations Announced by Supt. Carroll

Ten resignations from the staff of the State Department of Public Instruction are announced by State Superintendent Charles F. Carroll.

These resignations are as follows: Dr. Brank Proffitt, director of the teacher merit pay study, to become superintendent of the Burlington city schools; Mrs. Daisy Robson, supervisor of elementary education, to go with North Carolina College at Durham; Mrs. Margaret H. McDevitt, to go with the mathematics department of Western Carolina College; Antony Swider, supervisor of art education, to go with the city schools of Birmingham, Alabama; Evelyn Vandiver, consultant in foreign languages, to become head of foreign language instruction for the Charlotte-Mecklenburg school unit; Joyce Bateman, supervisor of business education, to continue studies at Indiana University; Bobbie Pritchard, consultant in music education, to marry; Samuel S. Ranzino, consultant in driver and safety education, to enter the insurance business; Dewey A. Adams, district supervisor of agricultural education, on leave to study at University of Florida; and C. I. Jones, consultant in adult education, on leave to study at Florida State University.

In tance of this position, she worked for the State Library at the State Legislative Building, and preceding this, Mrs. Holloway worked for the Department of Archives and History.

Lewis B. Lane, who joined the State Department July 22 as education supervisor in the area of civil defense, received his B.S. degree in physical education from Pfeiffer College and has done graduate work at the University of North Carolina at Chapel Hill and at East Carolina College in the area of education. For one year, he was teacher and coach in the Nash County Schools; he taught history and coached at the Ferrum Junior College in Virginia for a year; and was teacher and coach in Buckingham, Virginia, for one year. In addition, he has served as district scout executive in Wilmington, North Carolina.

Superintendents Convene at Mars Hill To Consider Current Educational Topics

Emphasizing the importance of total educational planning, the State Department of Public Instruction held its annual conference for school administrators at Mars Hill College, August 13-16. More than six hundred—superintendents, assistant superintendents, college personnel, State Department staff members, and their families—attended this four-day convention.

Highlighting the conference were addresses by State Superintendent Charles F. Carroll; Dr. William H. Cartwright of Duke University; and Chancellor John T. Caldwell of North Carolina State.

Dr. Carroll discussed certain aspects of education in West Germany, where he was a guest of the West German government earlier in the summer. He stressed the esteem in which German teachers are held, primarily because of their excellent preparation; and emphasized the fact that all German principals are required by law to do some teaching in order that they will not lose touch with the students. Dr. Carroll indicated that he was impressed with the German apprenticeship-internship program of vocational education in which youth are required to remain in school until the age of 18. "Part-time employment plus mandatory attendance at school has practically eliminated unemployment in West Germany," he stated. "Principals are invariably recruited from the classroom and are regarded as model teachers."

Dr. Cartwright emphasized the need for more responsibility at the college and university level in the preparation of teachers, and pointed out that the public schools themselves have a great responsibility for preparing teachers. "Beginning teachers," he declared, "should have fewer classes than veteran teachers, few extracurricular responsibilities, fewer of the difficult students, and opportunity to observe superior teachers in action."

In his address on "Education and Technological Change in North Carolina," Dr. Caldwell stressed the necessity for continued emphasis on education throughout the South as the only sane approach to economic well-being. He condemned as harmful to the entire process of education, freedom, and progress the recently passed legislation concerning the screening of speakers at any State-supported institution.

One entire day was devoted to various aspects of educational planning, with members of the State Department leading in these discussions. "Legislation and Change," the topic of one session, included, among other items, a discussion of textbooks, sick leave, annuity contracts, and allotment of personnel.

Six superintendents composed a panel during the conference on "Preparation for Transition," a presentation of steps taken and contemplated by local boards of education in pupil assignment policies. Participating in this phase of the conference were Superintendents C. W. Bradburn, Transylvania; Lew W. Hannen, Durham City; Dr. Craig Phillips, Charlotte-Mecklenburg; Dean B. Pruette, High Point; Philip J. Weaver, Greensboro; and Thomas H. Whitley, Caswell.

"Headlines in Education" included a presentation of up-to-date facts concerning foundations and education in North Carolina; the forthcoming \$100,000,000 bond election for school construction; dropouts; and religion in the public schools.

Entertainment for this year's conference included three groups of performing artists from the Governor's School who presented an original ballet, excerpts from *Twelfth Night*, and a program of choral music. Dr. Joseph Johnston and Douglas Carter, superintendent and program coordinator, respectively, made appropriate remarks concerning this experimental project in working with talented youth.

State School Facts

September, 1963

80 Cents of Each Dollar Spent for Schools Is Secured from Funds Appropriated by State

Eighty cents of each dollar spent for the current operation of the public schools comes from State appropriations, according to figures compiled for the school year 1961-62.

Of the remaining 20 cents of each dollar spent, slightly more than 16 cents was provided from local sources and nearly 4 cents from Federal funds.

State funds amounted \$227,790, 105.60 of the total expenditure of \$46,958,730.51 and Federal funds, to \$10,757,519.63. These figures do not include expenditures for capital outlay and debt service, which are also provided in most instances from local funds.

Sources

State funds are appropriated by the General Assembly for operating the public schools. Such funds are derived from various tax levies— income, sales, franchise, beverage, etc. No taxes are earmarked for education; but on the basis of the total receipts for the General Fund, the estimated percentages from these various funds for 1961-62 were as follows:

Income taxes	40.1%
Sales taxes	35.0
Franchise taxes	8.2

Intangible, beer, wine and ABC funds 2.5
Collections from pupils 1.8
Sale of property 1.2
Total 100.0%

Federal funds are appropriated to the States by Congress for specific educational purposes—mainly vocational education, lunchrooms, National Defense Education (science, mathematics, modern foreign languages, and counseling services), and for operating schools in defense-impacted areas. These funds are derived by the levy of taxes, largely on incomes, by the Federal government.

Tables

Table I shows expenditures for current expense purposes for the State as a whole for each year beginning in 1944-45 and ending with the year 1961-62. These expenditures are divided in amounts and percentages according to source— State, local, and Federal.

It will be noted that since 1944-45 total expenditures have increased from approximately \$50 million to approximately \$285½ million. The proportion of State funds has remained fairly constant during this period, ranging from 74.0 percent in 1948-49 to 79.8 percent in 1953-54 and 1961-62. Amounts from both State and local funds have con-

Morganston	551,023.09	17,088.45	136,379.14	704,490.68	78.2	2.4	19.4
Calabazas	1,587,794.71	66,308.43	184,571.03	1,838,674.17	86.4	3.6	10.0
Concord	834,494.58	30,980.98	167,815.43	1,033,290.99	80.3	3.0	16.2
Kannapolis	1,071,555.02	42,750.69	120,855.11	1,234,690.82	86.3	3.4	9.8
Caldwell	2,064,828.13	80,718.06	160,479.39	2,305,725.58	83.5	3.5	7.0
Lenoir	519,848.41	14,865.54	152,203.22	686,917.17	76.7	2.2	22.1
Camden	333,081.95	23,452.51	37,597.05	394,131.51	84.5	6.0	9.5
Carteret	1,337,898.52	195,767.04	—(2,980.54)	1,530,685.02	87.4	12.8	—0.2
Caswell	1,200,020.66	45,383.68	149,751.09	1,395,155.43	86.0	3.3	10.7
Catawba	1,842,367.60	104,087.62	233,470.84	2,179,926.06	84.5	4.8	10.7
Hickory	1,331,362.85	40,830.09	377,418.42	1,749,611.36	76.1	2.3	21.6
Newton	554,437.88	19,486.66	148,439.63	717,363.67	77.3	2.7	20.0
Chatham	1,514,556.49	48,231.85	199,501.47	1,762,289.81	88.9	2.4	8.7
Cherokee	375,527.76	10,136.70	36,524.70	422,189.24	85.9	2.4	8.7
Andrews	240,766.21	6,358.16	33,771.28	280,895.65	85.7	3.1	12.0
Murphy	305,443.57	11,042.72	38,368.35	354,854.64	86.1	3.1	10.8
Chowan	220,819.59	8,843.80	40,509.26	270,172.65	81.7	3.5	15.0
Edenton	442,411.63	20,057.60	111,208.43	573,677.66	77.1	3.5	19.4
Clay	304,212.51	12,993.31	48,733.12	365,938.94	83.1	3.6	13.3
Cleveland	1,846,361.43	70,435.69	227,987.84	2,144,784.96	86.1	3.3	10.6
Kings Mountain	823,801.54	39,437.06	141,704.86	1,004,943.46	82.0	3.9	14.1
Shelby	937,092.39	33,621.65	275,350.24	1,245,573.61	78.6	2.7	21.7
Columbus	2,399,845.91	74,988.59	307,183.67	2,781,968.17	86.3	2.7	11.0
Whiteville	1,605,508.80	29,342.11	193,348.71	1,828,199.62	87.2	4.2	8.6
Craven	1,647,148.87	47,152.93	159,828.78	1,854,130.68	71.3	20.4	8.3
New Bern	922,153.19	32,509.82	170,874.60	1,125,537.61	78.9	7.4	13.7
Cumberland	3,355,648.00	549,015.03	68,865.72	3,973,528.75	84.4	13.8	1.8
Fayetteville	2,084,198.08	431,815.11	393,884.94	2,909,898.13	71.6	14.8	13.6
Currituck	339,653.34	22,427.88	97,299.79	459,391.01	73.9	4.9	21.2
Dare	274,876.84	21,719.57	71,314.98	367,911.39	74.7	5.9	19.4
Davidson	2,120,642.88	86,839.13	213,896.84	2,421,378.85	87.6	3.6	8.8
Lexington	1,028,584.03	41,040.02	192,181.55	1,261,805.60	81.5	3.3	15.2
Thomasville	721,715.72	21,891.87	166,744.58	910,352.17	79.3	2.4	18.3
Davie	801,278.00	24,750.63	86,959.78	912,988.41	87.8	2.7	9.5
Durham	3,644,861.60	126,105.78	186,193.97	3,957,151.35	88.3	4.7	7.0
Durham	1,941,021.13	66,824.09	679,433.67	2,687,278.89	72.2	2.3	25.8
Edgecombe	3,060,712.13	105,445.70	1,340,243.04	4,506,409.87	72.9	2.5	29.3
Tarboro	1,563,484.62	32,297.16	160,650.83	1,756,432.61	89.0	1.8	9.2
Forsyth	684,995.42	19,931.23	104,262.63	809,189.28	84.5	2.5	12.9
Winston-Salem	3,793,637.84	61,988.65	1,197,346.11	5,052,972.60	75.1	1.2	23.7
Franklin	4,576,740.51	87,344.45	2,452,048.69	7,115,133.65	64.3	1.2	34.5
Franklin	1,287,978.51	32,963.56	112,809.56	1,433,751.63	89.8	2.3	7.9
Gaston	1,200,368.64	37,722.47	15,240.38	1,313,351.49	80.9	3.2	6.1
Cherryville	4,166,882.69	165,935.96	774,739.62	5,107,558.28	81.6	8.2	18.2
Gastonia	1,664,186.11	15,164.49	42,341.72	1,721,692.32	82.0	3.4	9.6
Gates	374,465.11	25,713.44	290,143.83	426,321.38	82.0	3.7	14.3
Graham	520,209.25	52,145.98	57,436.04	633,685.73	86.9	4.0	9.1
Granville	1,097,744.04	32,974.31	149,046.89	1,279,765.24	79.9	11.1	9.0
Oxford	731,894.95	128,118.11	128,118.11	882,123.90	83.0	2.5	14.5
Greene	1,021,343.71	39,861.60	139,200.11	1,200,405.42	77.1	3.8	11.6
Guilford	4,299,569.74	165,616.92	1,060,449.92	5,525,635.69	77.8	3.0	19.2
Greensboro	4,668,336.36	154,176.64	2,481,668.02	7,304,181.02	68.9	2.1	34.0
High Point	2,303,024.11	30,053.87	2,481,668.02	3,369,673.83	68.3	0.9	30.8
Halifax	2,025,386.94	41,520.62	263,098.55	2,330,006.11	86.9	1.8	11.3
Roanoke Rapids	729,048.67	18,046.02	234,662.25	981,757.94	74.3	1.8	23.9
Weldon	424,609.07	11,821.50	48,361.91	484,792.47	76.6	2.4	10.0
Harnett	2,619,052.70	168,149.87	414,011.71	3,201,214.28	81.8	5.3	12.9
Haywood	1,417,617.95	66,611.83	278,938.57	1,763,168.35	80.4	3.8	15.8
Canton	97,971.33	37,203.85	97,971.33	1,726,328.38	82.3	5.1	12.6
Henderson	1,259,125.67	56,457.95	237,481.95	1,553,069.64	81.1	3.6	15.3
Hendersonville	1,480,010.89	24,166.86	214,461.79	1,718,619.54	66.8	3.4	29.8
Hertford	1,289,928.84	29,907.41	163,083.31	1,482,919.36	87.0	2.0	11.0
Hoke	912,220.70	42,943.43	130,317.55	1,085,081.73	84.0	4.0	12.0
Hyde	362,713.01	14,732.20	48,324.58	426,383.79	85.0	3.5	11.5

Cartwright Urges Educators to Rethink Responsibilities for Preparing Teachers

In a challenging address to school superintendents and college personnel gathered at Mars Hill College late in August, Dr. William H. Cartwright, chairman of the department of education at Duke University, urged educators to reconsider in all seriousness what colleges, universities, public schools, and departments of certification can do better in their roles of preparing teachers.

In essence, Dr. Cartwright presented a four-part program of change and improvement for attaining the goal of quality preparation for teachers. He emphasized that:

1. The public schools must assume greater responsibility for the training of new teachers.
2. More attention must be given to beginning teachers.
3. The public schools must have better programs of in-service training.
4. Institutions of higher learning must be given more responsibility in the certification of teachers.

"Before we get the quality we need, the public schools must seek to participate in the undergraduate program of teacher education by welcoming and working closely with prospective teachers as they observe and do their practice teaching," Dr. Cartwright said. "Colleges and universities can do many things about teacher education better than most of them now do," he asserted, "but they cannot provide the actual situations in which practical teaching must be learned. These must be provided by the public schools," he said.

In addition to helping the prospective teacher, public schools should give special attention to the needs of their beginning teachers, Dr. Cartwright said. "The education of beginning teachers is not complete; and, under normal circumstances, they cannot be expected to do as well as veteran teachers. They need experience and guidance."

Dr. Cartwright suggested that the teaching load of beginning

teacher be lessened; that she be given no classes outside her field of preparation; that the most difficult students not be assigned to her; that extracurricular duties not be a part of her load; that special orientation sessions be arranged for her; and that opportunities be provided for her to observe superior experienced teachers.

He emphasized that teacher education is so much the responsibility of public schools that the State should provide adequate funds to compensate veteran teachers who serve as supervisors of student teachers.

He further suggested that the State not demand of its prospective teachers preparation that is not justified.

"The State should require that all teachers hold a bachelor's degree from institutions that it recognizes; that the teacher be adequately prepared in subject matter, and teaching arts; and that the institution preparing the teacher testify to her competence," Cartwright said. For the State to do less would endanger what we have, and for it to do more would invite fraud and evasion, he contended.

Fund to Attack Poverty

Governor Terry Sanford announced on July 18 the formation of a nongovernmental corporation, called the North Carolina Fund, to contribute to a State-wide program against poverty through education.

Incorporators with the Governor were Charles H. Babcock of Winston-Salem, John H. Wheeler of Durham, and C. A. McKnight of Charlotte. The Governor asked 10 citizens to serve with him on the board of directors, including Dallas Herring of Rose Hill, chairman of the State Board of Education. Donations of more than \$10 million from foundations and individuals were anticipated. The group planned to announce plans in the near future.

Driver Education Required For License Under Age 18

The 1963 session of the North Carolina General Assembly enacted legislation making driver education a prerequisite to licensing for persons between their sixteenth and eighteenth birthdays. The Act shall be in full force and effect on and after November 1, 1963.

The provision is part of an act concerning provisional licenses for persons under 18 years of age.

Details of the provisional license have been made an amendment to G.S. 20-13, including the following sections on driver education:

"Sec. 2, G.S. 20-11 is hereby amended by adding a new paragraph to the end thereof to read as follows: The Department shall not grant the application of any minor between the ages of sixteen and eighteen years for an operator's license unless such minor presents evidence of having satisfactorily completed one of the following: (1) The driver training and safety education courses offered in the high schools as provided in G.S. 20-88.1. (2) A driver training course prescribed and established by the Motor Vehicle Department. (3) Any other driver training and safety education courses approved by the Governor's Coordinating Committee on Traffic Safety.

"Sec. 2A. Upon a showing by the applicant that neither of the three courses is readily available, at no cost, to said applicant, the requirement of taking such a course as a condition precedent to securing an application for a driver's license shall be waived.

"Sec. 3. In addition to driver training and safety education courses that may be offered in high schools the Motor Vehicles Department shall establish and maintain in each county at least one driver training and safety education course, the completion of which will entitle a person between the ages of sixteen and eighteen years to take examination for driver's license."

The new law makes probable an increased participation in driver education, affecting plans of operation and budgets for the 1963-64 fiscal year.

Searing is One of Four Americans Evaluating School Lunch Service in Latin America for Aid

O. Lee Searing, Assistant State School Lunch Supervisor, North Carolina Department of Public Instruction, was one of four specialists in child feeding sent on a tour of Latin American countries by the U. S. Agency for International Development in the Food for Peace Program. The group returned to the United States in June after a five-weeks tour.

The four were selected by the American School Food Service Association. Others on the team were Rodney A. Ashby, State School Lunch Supervisor, Utah Department of Public Instruction; Helen Underwood, School Lunch Supervisor of city schools in Shreveport, Louisiana; and Natalie Lund, School Lunch Supervisor of city schools in Westport, Connecticut.

Evaluated Program

The group evaluated progress in feeding of school children under the Alliance for Children part of the Alliance for Progress activities. They visited food service activities and met with school lunch supervisors and administrators, mainly in the countries of Peru, Colombia, and El Salvador. Their first official stop was in Lima, Peru, where they attended a week-long meeting of Latin American school lunch supervisors and administrators. They visited selected school lunch programs in the city of Bogota, Colombia. In El Salvador they evaluated that country's projected program for increasing school lunch feeding from 4,000 to 87,000 children daily.

The sponsoring agencies told the team that 8.3 million children are affected by AID programs in 1963, about 23.2 per cent of an estimated 33 million school-age children, compared with 2.5 million children for 7.5 per cent of 31 million school children in 1960.

Mr. Searing commented at his return that "Since the United States has an abundance of food and the necessary experience in child feeding, the ASFSA and the USAID should cooperate in planning an international program for the initiation and development of appropriate child feeding programs around the world."

Maryland Fellowships

Vernon E. Anderson, Dean of the College of Education at the University of Maryland, invites school personnel and graduate students in education to inquire about graduate study fellowships available at his institution. Salaries from \$2,000 to \$4,000 for ten months are available to candidates for advanced degrees in education.

Spencer Receives National Citation for Service To Health and Physical Education Activities

Charles E. Spencer, State supervisor of school health and physical education, and director of the North Carolina School Health Coordinating Service, received notice in May of a national citation for distinguished service in school health and physical education by the Society of State Directors of Health and Physical Education. Each year the society cites one or more persons for contributions of continuing national significance in the field.

The citation honoring Spencer refers to his leadership in North Carolina since 1938 when he joined the Department of Public Instruction and became the State's first full-time supervisor of school health and physical education. As listed in the citation, Spencer served as the Director of the National Study of Health Services of State Health and Education Departments in the United States during 1946 and 1956. The results of this project of the Society, published in 1947, were studied by public health and school officials throughout the nation and abroad, for more effective working partnerships among health agencies and schools.

National President

During the 1946-47 school year, Spencer served as president of the Society of State Directors of Health and Physical Education. In 1951-52 he was president of the Southern District encompassing 17 southeastern states, in the American Association for Health, Physical Ed-

James In India 6 Weeks; Sent by Ford Foundation

Dr. Gerald B. James, Director of the Division of Vocational Education, left by airliner August 3 for a trip to India, to return September 16, in a project financed by the Ford Foundation. He is an advisor to educational authorities in India, with emphasis on vocational education. His itinerary called for visiting schools in a number of Indian states.

James was a team member with Dr. Paul Leagans of Cornell University, New York, a former North Carolina educator, on this tour.

ucation, and Recreation. He was a consultant on coordination of health and physical education activities, for the United States Office of Education, during a four-month study by that office in 1957.

He began his career in 1924 as a high school teacher and coach in Reidsville, North Carolina. Three years later he became director of health and physical education and coach in the high school at High Point. In 1934 he left public school work to accept a position as physical education director of the Young Men's Christian Association, in High Point. This work was followed by his acceptance of the assignment with the Department of Public Instruction, in 1938, where he has remained.

Spencer received the bachelor of arts degree from the University of North Carolina in 1924, the year he began teaching. In 1928 he received a master of arts degree from Columbia University, in New York. He received a certificate of public health from the University of North Carolina in 1942, and he has earned credit toward a doctor's degree at the University of California and Columbia University.

He is a native of Greensville County, Virginia, which borders on northeastern North Carolina's Northampton County. When he was twelve years old, his family moved across the line. He attended public schools in Emporia, Virginia, and Roanoke Rapids, North Carolina.

State Board Establishes New Department To Administer Community College Act

The State Board of Education at a meeting held June 14 established a new department to provide State-level administration of a system of community colleges, technical institutes, and industrial education centers. This department, named "The Department of Community Colleges, is separate from the free public school system, but under direction of the Board."

The new department was established under authorization of Chapter 115A, General Statutes, passed by the General Assembly of 1963 upon recommendation of the Governor's Commission on Education Beyond the High School. Dr. I. E. Ready will direct this department in addition to the department of curriculum study and research which he has headed for the past four years. Dr. Gerald B. James, director of the division of vocational education, State Department of Public Instruction, was designated as assistant director of the Department of Community Colleges in addition to his present duties.

The new department is divided into three divisions: College Parallel, headed by Dr. Gordon B. Pyle; Vocational-Technical, headed by Ivan E. Valentine; and General Adult and Community Services, by a head not named yet.

Immediately coming under the direction of the State Board of Education through the Department of Community Colleges will be Mecklenburg College and the College of the Albemarle. Both of these institutions have been under the State Board of Higher Education. Other proposed community colleges are projected for the future—the Gaston Community College in 1964; the Moore County and Richmond County colleges in 1965, and 12 others in 1966 or soon thereafter.

Of the twenty industrial education centers coming under direction of the new department, six are expected to become technical institutes within the near future. They are: Asheville-Buncombe, Burling-

ton, Fayetteville, Goldsboro, Rowan County, and Wilson.

As provided by the Act, the Board appointed an Advisory Council consisting of the following members: Dr. Alan Hurlburt, chairman, Dr. Howard Boozer, Dr. William C. Friday, Dr. J. H. Oswalt, W. W. Sutton and Superintendent C. B. Martin, each for a term of three years; Superintendent H. M. Arndt, Dr. Bonnie Cone, Dean Robert L. Holt, Dr. C. C. Scarborough, and Dr. Lester Zerfoas, each for a term of two years; and Dr. William C. Archie, Dr. L. C. Dowdy, Alex McMahan, Dr. Carlyle Settersen, and Mrs. Davetta Steed, each for a term of one year.

Minors May Contract Loans For Education

Minors 17 years old and upward are permitted for the first time in North Carolina to sign legally binding contracts, "for the sole purpose of borrowing money to obtain a higher education at a North Carolina college, university, junior college, or industrial education center; provided, however, that none of the proceeds of any such loans shall be used to pay for any correspondence courses."

The North Carolina General Assembly on June 11, 1963, ratified Senate Bill Number 133, titled "An Act Relating to Certain Contracts of Minor Children." The act was in response to requests for providing opportunity to high school graduates to assume individual responsibility for loans to finance further education and training in the State.

Loans Are Unsecured

The brief law contains 214 words, reading as follows:

"Section 1. All minors in North Carolina of the age of 17 years and upwards shall have full power and authority to enter into written contracts of indebtedness with persons, North Carolina firms and corporations and to execute notes

Teachers of Agricultural Education Hold Meeting

The Annual Conference of North Carolina Teachers of Agricultural Education met at Carolina Beach, August 5 through 9, on the theme "Programming Agricultural Education in a Period of Change."

Main topics included: "National and State Developments with Implications for Agricultural Education" (an address by Dr. S. S. Sutherland, head of the Agricultural Education Department of the University of California at Davis); Curriculum Development; Implementation of Re-Planning Ideas, and Projections for the Future. The program included an address by W. Dallas Herring, chairman of the State Board of Education, at the general session August 9.

evidencing such indebtedness, which notes shall bear interest, if any, at no greater than six per cent (6%) per annum. Such loans shall be:

"(1) unsecured by the conveyance of any property as security, whether real, personal or mixed;

"(2) for the sole purpose of borrowing money to obtain a higher education at a North Carolina college, university, junior college, or industrial education center; provided, however that none of the proceeds of any such loans shall be used to pay for any correspondence courses;

"(3) the proceeds of the loan shall be disbursed either directly to a college, university, junior college, or industrial education center for the benefit of the borrower, or jointly to the borrower and the college, university, junior college, or industrial center.

"Section 2. All laws and clauses of laws in conflict herewith are hereby repealed.

"Section 3. This Act shall be effective upon its ratification.

"In the General Assembly read three times and ratified, this the 11th day of June, 1963."

State Provides Sick Leave

For Instructional Persons

Five days sick leave annually with unlimited accumulation from year to year was provided for teachers, supervisors, and principals of public schools by the 1963 North Carolina General Assembly. The leave is with full pay, compared with the former provision for deducting \$10 per day as the salary for a substitute teacher.

The sick leave may be granted for any of three reasons: (1) Incapacity by personal illness; (2) Communicable disease in the employee's household requiring quarantine of the employee; (3) Death in the immediate family, limited to two days of sick leave with full pay.

The accumulated sick leave is transferrable among school administrative units in the State. A former employee reinstated within two years from the date of separation shall be reccredited with the accumulated sick leave for any of four reasons of separation: (1) Reduction in teacher allotment; (2) Authorized absence for obtaining further educational preparation; (3) Maternity; and (4) Military leave.

Regulations on administration of sick leave were issued by the State Board of Education to all school administrative units.

The five days of sick leave are prorated as earned during employment of nine and one-quarter months to and including 12 months each year, without additional leave for the longer term of service. Advance credit of five days may be granted at the beginning of each school year; decision to grant sick leave in excess of that earned is an administrative responsibility for local school systems. Deductions are made from salary of persons leaving employment before earning the sick leave taken.

The legislature appropriated \$1,240,890 applying to sick leave salaries. County and city school administrative units would supplement State funds if necessary. Some units have provided sick leave locally under their local plans.

Department Announces Several New Bulletins

A number of new publications will be issued this fall by the Department of Public Instruction, according to L. H. Jobe, director of publications.

Recently received from the printers, Jobe stated, were the following:

A Digest of Educational Planning, a 22-page publication which defines educational planning, states when it is done, and who and how it is done.

Standards for Approved Non-Public Schools, a 12-page booklet which sets forth the legal responsibilities of the State Board of Education with reference to non-public schools.

Public School Laws of North Carolina, 1963 Supplement, includes amendments to Chapter 115 of the General Statutes, new legislation pertaining to elementary and secondary schools, and Chapter 115A, a new Chapter, entitled 'Community Colleges, Technical Institutes, and Industrial Education Centers.' This publication also includes a list of local school acts passed by the 1963 General Assembly.

Supplement to Reference Materials for School Libraries, as the name implies, is a supplement to the publication on the same subject issued in 1959.

Pupil Accounting and School Attendance is a revision of Publication No. 333. It includes the Rules and Regulations of the State Board of Education Governing Compulsory School Attendance, the Compulsory Attendance Law, and other matters relating to school attendance.

Modern Foreign Languages, A Six-Year Program provides the curriculum for the first two years of a six-year program in French, German and Spanish. It is to be used with the publication *Modern Foreign Languages* (a Four-Year Program) issued in 1962.

Modern Foreign Languages, Good Teaching Practices, includes brief accounts of good teaching practices as compiled by the National Modern Foreign Language Association.

Copies of these several publications have been furnished to superintendents.

Other curriculum bulletins, Mr. Jobe advises, are now in the hands of the printers, or are being prepared for publication in the near future. These are: Art in the Elementary Classroom, Grades 1-8; Education for Business; Consumer Music; Social Studies, Grades 1-8; Social Studies, Grades 7-12; Science, Grades 7-9; Mathematics, Grades 7-12; Industrial Arts; Language Arts, Elementary Schools; Language Arts, High Schools; Physical Education, the Twelve Year Program; and Resource Guide for Teachers of the Exceptionally Talented.

In addition to these curriculum bulletins, the following-named publications are contemplated: Administrative Guide for Exceptionally Talented Program, Public School Laws of North Carolina, Student Activities and Athletics, School Lunch Guide, Educational Directory (1963-64), and an Administrative Handbook for Elementary and Secondary Schools.

Further announcement will be made concerning each of the publications not yet available.

Nine Persons Retire From State Offices

Nine persons, five from the State Department of Public Instruction and four from the Controller's Office, retired July 1.

Those retiring were: Flossie E. Marshbanks, administrative assistant to State Superintendent Carroll; E. N. Meekins, district supervisor of agricultural education; W. Rea Parker, rehabilitation counselor; J. L. Winningham, area supervisor for veterans education; and Mrs. Gertrude Newman, stenographer for vocational rehabilitation—all from the Department of Public Instruction.

J. E. Hunter, director of the division of teacher allotment and general control; J. J. Kelly, stock supervisor of the division of textbooks; Charles H. Woody, clerk in the division of auditing and accounting; and Mrs. Anne R. McDonald, accounting clerk of the same division—all from the Controller's office.

Vocational Education Adds Five Staff Members

Five recent additions to the division of vocational education in the Department of Public Instruction has been announced since July 1. Each of the newcomers is a vocational supervisor, one in agriculture, one in home economics, one in guidance, and two in the new IVE program, "Introduction to Vocational Education."

Fred W. Manley, responsible for farmer training in the division of vocational education, received his B.S. degree in agriculture education from North Carolina State. He has also done additional graduate work at State. During the past four years he served as a teacher of vocational agriculture in Wake County. Manley joined the staff July 1.

Marjory Ann Cooper, who joined the vocational education staff, September 1, as a supervisor in home economics, was graduated from the University of North Carolina at Greensboro with a B.S. and an M.S. degree in home economics education. For the past two years she has served as an instructor in home economics at Ohio Wesleyan University. Before this, Miss Cooper taught for three years in the Atlanta public schools and served as a graduate assistant at the UNC at Greensboro.

Charles J. Law, supervisor in vocational education with special duties relative to the new project entitled, "Introduction to Vocational Education (IVE)," earned his B.S. and M.S. degrees in agriculture education at North Carolina State. During the past school year, Law served as agricultural technology coordinator in the Wilson Industrial Education Center. Prior to this, he taught science for three years in Caswell County, and agriculture for a year and a half in Mitchell County. During the latter part of the summer, Law served as coordinator for the six-weeks workshop at North Carolina State which was arranged for all participants in the experimental IVE program. Law joined the vocational education staff July 1.

John Daniel Moore, educational supervisor in guidance, joined the Department on August 15 as an associate with Miss Ella Stephens Barrett. Moore, who is a native of Wilson, attended the Wilson public schools and the University of North Carolina at Chapel Hill, from which he received his A.B. degree. Earlier in the year, he completed his Master's degree in occupational information and guidance at North Carolina State. Before becoming associated with the Department, Moore served as director of guidance in the Lumberton High School for two years; and prior to this, as teacher of English in the Garner High School.

Thomas C. Shore, Jr., native of Rocky Mount, joined the Division of Vocational Education, September 1, as supervisor of the experimental vocational program made possible through the Clark-Long Act. The program, officially entitled "Introduction to Vocational Education," is currently set up in 45 schools in North Carolina. Charles Law will assist Shore in this new program.

Shore received his B.S. degree from Wake Forest College and his M.S. degree from North Carolina State. He also has a Master's degree in industrial arts from State. Last year he pursued work on his doctor's degree at the University of Maryland, where he also served as an instructor. Prior to this, Shore taught industrial arts and diversified occupations in the Lexington city schools. He likewise served as local supervisor for trade and industrial education in Lexington.

Air Fare Reduction Fails

Air travel fare reduction of 40 per cent for bona fide teachers, on Frontier Airlines operating in the Rocky Mountain states, was rejected by the Civil Aeronautics Board, the airline announced July 8. Frontier lines president C. M. Britt requested CAB to reconsider.

Former Division Head Dies

J. Warren Smith, director of the Division of Vocational education from 1946 to 1960, died in Raleigh on August 7.

Smith, a native of Ohio, came to North Carolina in 1920 to teach in the Raleigh public schools. He taught in Winston-Salem from 1924 to 1933. In 1935-37, he was assistant State supervisor of trade and industrial education in the Division of Vocational education. He later became professor of industrial education at North Carolina State College; and for three years, 1942-45, he directed the vocational training program for war production workers of the State Department of Public Instruction. He became assistant director of the Division of Vocational education in 1945.

Smith received the B.S. degree from Miami University, Oxford, Ohio, in 1924; and the M.S. degree from Columbia University in 1930. He was awarded an honorary doctorate by N. C. State.

He is survived by his wife, one daughter and one son.

Guide for Audiovisual Staff Is Prepared at Appalachian

Appalachian State Teachers College announces compilation of a guidebook especially for audiovisual coordinators and directors.

The book defines main responsibilities in audiovisual instruction, the audiovisual services of the administrative unit and of the school audiovisual center, fiscal provisions, and qualifications and functions of the supervisors in the utilization of audiovisual means to improve instruction.

The editor of the book, Harry L. Cooke, compiled the information while working toward a master's degree in audiovisual education awarded by ASTC last May. Cooke worked under the direction of John A. Pritchett, Jr., director of the audiovisual center at the college. He is a native of Mt. Pleasant, and he received a bachelor's degree at Appalachian also. He plans to work toward a doctor's degree in audiovisual education.

The Attorney General Rules . . .

Suspension and Dismissal of Pupils

In reply to your recent inquiry: I regret the delay in answering your letter, but, as you know, we have been very busy with matters connected with the General Assembly.

You state that several 15-year-old girls eloped to South Carolina and were married this year. As you understand the South Carolina Marriage Law it is illegal for a girl under 18 to marry without written parental consent. One of these girls had someone steal a blank birth certificate form which was forged and presented as evidence to show that she was 18-years of age. Another carried her birth certificate with her, and although she was 15-years and two months of age apparently a license was granted and she was married. Still another was under 16 and was married in North Carolina.

You refer to the fact that this office has previously ruled that the mere fact of marriage is not a reason to exclude students from school. Of course, this is true because there is no law that prohibits marriage, nor is it considered to be immoral, nor is there any illegality connected with such a relationship.

I refer you to G.S. 115-147 which gives the principal of a school authority to suspend or dismiss a pupil who "may be guilty of immoral or disreputable conduct." You ask if we consider fraud or deception in obtaining these marriage licenses to be immoral or disreputable conduct.

I do not know of any legal authority on this precise question. In *COGGINS v. BOARD OF EDUCATION*, 223 N. C. 763, a regulation of the Board of Education of Durham prohibiting membership in secret societies and fraternities was upheld. In this opinion the Supreme Court stated:

"Ordinarily, complains of disaffected pupils of the public schools against rules and regulations promulgated by school boards for the government of the schools raise questions essentially political in nature, and the remedy, if any, is at the ballot box.

But the unreasonableness of such a rule is a judicial question, and the courts have the right of review. They will not hesitate to intervene in proper cases. In doing so, however, it will be kept in mind that the local board is the final authority so long as it acts in good faith and refrains from adopting regulations which are clearly arbitrary or unreasonable. It will be remembered also that respect for constituted authority and obedience thereto is an essential lesson to qualify one for the duties of citizenship and that the school is an appropriate place to teach that lesson.

"If the opinion of court or jury is to be substituted for the judgment and discretion of the board at the will of a disaffected pupil, the government of our schools will be seriously impaired, and the position of school boards in dealing with such cases will be most precarious. The Court, therefore, will not consider whether such rules and regulations are wise or expedient. Nor will it interfere with the exercise of the sound discretion of school trustees in matters confided by law to their discretion. "The findings and conclusion of the local board are conclusive unless it acts corruptly, in bad faith, or in clear abuse of its powers.

I am inclined to think that if at the time these incidents happened you had in effect a regulation of the Board of Education which prohibited or condemned the procurement of marriage licenses by fraud and false representations that there is a likelihood that such a regulation would be sustained. If you did not have such a regulation I do not think it could have retroactive effect and go back and pick up conduct which took place when no regulation was in effect.

You next inquire if there are other cases in which a student may violate and break the laws of the State which would constitute immoral or disreputable conduct and whether or not this relates to conduct at school only or does it relate to any violation.

I do not think this relates to every violation of the law of the State. For example: I do not think you would be guilty of immoral or disreputable conduct for violating a traffic law or being found guilty of some petty offense. I think the words in the statute to which you refer have in contemplation crimes of moral turpitude and those crimes which are inherently wrong and vicious. The law makes a distinction between crimes that are merely *malum prohibitum* and those crimes which are *malum in se*; that is, some things are illegal merely because they have been prohibited by legislative action. The other crimes have been considered by all civilized people to be wrong, immoral and vicious within themselves. This latter class would include rape, murder, manslaughter, and the like as set forth in your letter. In most cases the school authorities have been guided as to whether such a person is convicted in the courts and do not presume guilt in advance of trial. I would not, therefore, advise dismissal pending action in the courts. I think it is possible that if the courts did nothing about a matter and the solicitor refused to prosecute a case the School Board could make its own independent investigation and take action. Attorney General, April 25, 1963.

College Conference to Meet

The North Carolina College Conference will hold its annual meeting in Durham at the Jack Tar Hotel, November 7-8. Members will be notified of the program in advance.

Beaufort County's Board Tightens School Activities

The Beaufort County Board of Education meeting July 19 clamped down on student activities. Solicitations of the public by students are banned except for selling advertising to finance publishing of the high school annuals.

Out-of-State trips, including the former annual senior trip to Washington, D. C., are banned during the regular school term.

Schools that have cafeterias cannot have school canteens. Mandatory club assessments are ruled out.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin
Five Years Ago, 1958

Dr. Frank A. Toliver, formerly principal of the Stephens Lee High School in Asheville, assumed his duties as State Supervisor of Negro High Schools, July 1.

Raymond Rhodes, formerly of Leaksville, joined the Department of Public Instruction on a permanent basis June 2 as an adviser in physical education.

James Hall and Robert Marley joined the division of safety education during the month of June, making a total of five professional members on the safety education staff.

Ten Years Ago, 1953

Dr. J. Henry Higsmith, a member of the State Department of Public Instruction since 1920, died the evening of May 8 at his home in Raleigh.

Catherine T. Dennis, State supervisor of home economics education, was elected to the office of president-elect of the American Home Economics Association at its annual meeting in Kansas City last June.

Fifteen Years Ago, 1948

Because of the polio epidemic throughout the State, the Superintendents Conference scheduled to be held this year at Mars Hill College, August 11, 12 and 13, was cancelled by State Superintendent Clyde A. Erwin.

State Superintendent Clyde A. Erwin has announced the following new staff members of the State Department of Public Instruction: Madeline Tripp, Minnie Ruth Lawrence, J. P. Freeman, John C. Noe, Mary Hines Leonard, and Mrs. Ruth Blackman Ferguson.

Twenty Years Ago, 1943

Two Lenoir schools—East Harper and West Lenoir—have been placed on the State's accredited list of elementary schools according to C. S. Warren, superintendent.

Twenty-five Years Ago, 1938

New Superintendents: Davie, R. S. Proctor; Iredell, T. Ward Guy; Rockingham, J. C. Colley; Pinehurst, J. W. Harbison; North Wilkesboro, Paul S. Cragan.

Freeman Elected

Dr. J. P. Freeman, director of the Division of Professional Services, State Department of Public Instruction, was elected president of the Southeastern Section of the National Association of State Directors of Teacher Education and Certification at the forty-first annual meeting of the organization in Columbus, Ohio, held June 28-July 2.

22 Administrative Units Elect New Superintendents

Twenty-two of the 171 administrative units of the State started the school year with new superintendents.

Six of the 22 have served as superintendents in other units. These are: Walter R. Dudley, Chatham County, coming from the Red Springs unit; C. W. Duggins, Whiteville, from the Oxford unit; T. Ray Gibbs, Iredell County, from Forsyth County; James W. Jenkins, Southern Pines, from Morven; Luther A. Adams, Stanly County, from Southern Pines; and Brank Proffitt, Burlington, from the State Department and formerly superintendent of the Tryon city unit.

The 16 units electing superintendents without previous experience were as follows:

Morven—George F. Williams
Brunswick—A. Woodrow Taylor
Burke—John L. Johnson
Chowan—Christopher C. Walters
Cleveland—Lee C. Phoenix
Franklin—Warren W. Smith
Franklin—Fred W. Rogers
Graham—Kenneth S. Barker
Jackson—Robert P. Buchanan
Madison—Robert L. Edwards
Montgomery—C. Wade Mobley
Onslow—J. Paul Tyndall
Pamlico—James A. Vinci
Tryon—Vernon L. Dusenbury
Fairmont—Leon M. McLean
Red Springs—I. J. Wicker

In addition to these changes, a merger of units enlarged the units for two superintendents. Marvin M. Ward is now superintendent of the Winston-Salem/Forsyth unit and D. N. Hix is superintendent of the enlarged Granville County unit which now includes Oxford city schools.

MAKING TODAY'S NEWS

Wilkes. A school survey team from the State Department of Public Instruction, Raleigh, completed its work in Wilkes during the latter part of the week and will report to the Wilkes Board of Education and C. B. Eller, superintendent of Wilkes Schools, at an early date. *Journal-Patriot*, August 12.

Davidson. The formal opening of the new Davidson County Industrial Education Center will be held next Tuesday, August 20. *Lexington Dispatch*, August 13.

Brunswick. Policies of the board of education governing the operation of schools for the next year were adopted during last week's meeting of the board. *Brunswick Beacon*, August 15.

Fayetteville. The Fayetteville Area Industrial Education Center will open its third term in early September with expanded curriculum, faculty and facilities. *Fayetteville Observer*, August 14.

Halifax. The accelerated program of education provided by the 1961 North Carolina General Assembly and continued by the 1963 General Assembly has enabled the Halifax County Schools to provide programs for students who need special attention. *Roanoke News*, August 15.

Harnett. The Harnett County Board of Education has adopted several new policies in regard to private classes for music students, policies regarding the use of school buildings and facilities, and policies regulating fees, etc. *Dispatch*, August 14.

Wake. Day and evening school educational opportunities will be available this fall at the W. W. Holding Industrial Education Center of Wake County which is located on U. S. Highway 401 ten miles south of the State Capitol Building in Raleigh. *News and Observer*, August 15.

Scotland. Financial details and eligibility in the Scholarship Program for Teachers of the Mentally Retarded have been announced by Dr. Joseph H. Wishon, assistant superintendent of the county schools. *Exchange*, August 16.



Televised 'Methods for Modern Teachers' Series Schedule Is Announced by WUNC-TV, Channel 4

The 1963-64 schedule for the weekly televised series, "Methods for Modern Teachers," produced by WUNC-TV, Channel 4, each Wednesday from 3:30 to 4 p.m. has been released. The series is developed cooperatively by the School of Education of the University of North Carolina at Chapel Hill, school administrative units and the State Department of Public Instruction. Program topics are selected by the Television Advisory Programming Council for School-Related programs of the University. Professor Donald Tarbet of the School of Education, U.N.C. at Chapel Hill, is chairman of the Council.

Dates and topics are as follows:

First telecast, October 2, A report on the Governor's School; 9, The New Unified Geometry; 16, Social Studies—4th Grade; 23, Social Studies—5th Grade; 30, Social Studies—6th Grade.

November 6, Social Studies—Primary Grades; 13, Development of Course Syllabi; 20, The New Basal Textbooks for High School English. (November 27, no program, Thanksgiving holidays.)

December 4, Approaches to Teaching of Spelling in High School; 11, Creative Writing in High School; 18, Creative Writing in Elementary School. (December 25, and January 1, no program, Christmas holidays.)

January 8, Formal Grammar in the Language Arts Program; 15, Motivating the Underachiever in the Regular Classroom; 22, Enrichment Programs for the Above-Average Student in the Regular Classroom; 29, Provisions for the Educable Mentally Retarded in North Carolina.

February 5, Physical Education in the Elementary School; 12 and 19, Art—Principles, Techniques, Activities and Correlations; Feb-

ruary 26, March 4 and 11, The Proposed Science Program for Junior High School.

March 18 and 25, The Proposed Mathematics Program for Junior High School.

April 1, Music; 8, Art; 15, Literature; 22, The School Library and the Reading Program; 29, Theories of Learning.

May 6, Promotion and Retention of Pupils, and the final program on May 13, The Merit Rating Program.

Thirty telecasts of 30 minutes each are on the program.

Study for Superintendents

The current president of the American Association of School Administrators, Natt B. Burbank, who is also superintendent of schools in Denver, Colorado, calls on school board members throughout the nation for "leaves of absence with at least partial pay to enable their superintendents to return to the campus for refresher work."

The problem of keeping educational qualifications current is greatest for superintendents of schools located farthest from teacher preparing institutions and working on a year-long contract.

Plan Adopted for Hiring Attendance Counselors

The State Board of Education at its August meeting adopted a formula encouraging local administrative units to hire school attendance counselors.

Under legislation enacted by the General Assembly of 1963, appropriations of \$305,000 were made for 1963-64 and \$309,000 for 1964-65 for the inauguration of State aid toward payment of salaries of such personnel. The first compulsory school attendance law was passed in 1913. Under this amended law local units employed 89 persons last year. Of these 89, the records show that 39 finished high school, 22 held bachelor's degrees, and 21 had masters' degrees.

Under the new formula adopted by the State Board, State funds will be provided to counselors employed in 1963-64 at the following monthly rates:

For those not having a high school education with less than three years experience	\$100
For those with a high school education and less than three years experience	\$150

For those with 1-2 years of college education	\$200
For those with 3-4 years of college education	\$250
For those with 5 or more years of college education	\$300

State funds will be provided only where fulltime counselors are employed.

According to State Superintendent Charles F. Carroll, it is expected that approximately 125 counselors will be aided from the funds available. "It is not expected," he stated, "that the amount of money provided here will pay for the fulltime employment of these counselors. Local units are expected to supplement what the State pays."

Superintendent Carroll also pointed out that county welfare departments are no longer responsible for keeping students in school. The new law relieved the local director of welfare of any duties with reference to the enforcement of the law, but they should still be consulted with reference to indigent and mental and physically incapacitated children in accordance with sections 115-165 and 115-171 of the school law."

Superintendent Carroll Says...

Experimentation in education suggests a positive, controlled approach toward finding improved techniques for achieving desired goals. In education, as in many other areas, we have come to realize that experimentation is basic to educational progress. In this broad area of seeking intelligent answers to perplexing problems through experimentation, North Carolina can justly be proud.

Teachers and administrative leaders in the schools of the State are obligated, it seems to me, to pay particular attention to educational experiments now under way and to evaluate their results in terms of implications for local situations. By and large, educational experimentation is precisely for this purpose: that all may learn.

One of the most significant experiments at the State level is the teacher merit study, in which three administrative units—Gastonia, Martin County, and Rowan County—are attempting to determine on what bases, under what circumstances, and to what degree merit pay for teachers might be feasible. Cooperatively planned and well supervised programs at the local level, followed by comprehensive evaluations, should result in considerable information of real value to administrative units throughout the State.

Similarly, teachers and administrators should learn much from the pioneering efforts which were initiated last summer through the Governor's School, designed not only to assist 400 talented North Carolina youth, but also to suggest guidelines to educators throughout the State in ways of working more effectively with all students.

Another educational experiment, involving forty-five schools, is designed to help high school youth become better acquainted with the world of work and better prepared to engage in gainful employment upon graduation. What is learned through this new course at the ninth grade level should be of value to teachers and administrators throughout the State.

Still another experimental venture which deserves the careful interest of educators is the Comprehensive School Improvement Project, designed primarily to lift the level of achievement in reading, writing, and arithmetic in the early grades as a basis for increasing the holding power of the school, thereby lessening the continuous flood of dropouts which is plaguing North Carolina and the rest of the Nation. Through the North Carolina Fund, Inc., means will be available for broad experimentation in teaching methods, use of materials, equipment, and other media. Hopefully, much will be learned from this experiment which administrators and teachers can apply locally.

One other experiment of considerable proportion, which is now underway in Lincoln, Avery, Mitchell, and Yonsey counties aims at affording career training for school dropouts, 16-22. Operation of programs in occupational training and job placement in these pilot centers will make available much valuable information for the possible extension of this project, which is entitled, "Operation Second Chance." Moreover, much will likely be learned from the dropouts in this program which should enable teachers and administrators to tackle the dropout problem with renewed determination.

Through such experiments as these there is opportunity for all of us to learn and, in turn, provide improved education for those for whom we are responsible.

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"I find the great thing in this world is not so much where we stand as in what direction we are moving."—Oliver Wendell Holmes

All that is human must retrograde if it does not advance.—Edward Gibbons

The direction in which education starts a man will determine his future life.—Plato

The secret of education lies in respecting the pupil.—Ralph Waldo Emerson

Progress . . . is not an accident, but a necessity.—Herbert Spencer

As Benjamin Franklin said, "If a man empties his purse into his head, no one can take it away from him."

We cannot afford not to have good teachers.—Francis Keppel

All of us want to be sure that children from their earliest days in school make the best progress they can. If we are to increase the pace of learning we must do so by improving methods rather than by multiplying pressures.—Helen M. Robinson

Teaching, at any level, is an art. As such, it relies on scientific principles to promote learning, but the quality of teaching, itself, is determined by the creativeness, knowledge of content, ingenuity, depth of understanding, initiative, and insights of the individual teacher. The effects of teaching, like those of other arts, are frequently subtle and difficult to appraise; yet, at the same time, they may be long enduring. The way a teacher teaches not only determines whether students will master necessary skills and become familiar with areas of significant knowledge; it influences, also, attitudes, appreciations, values, behavior—the total outlook of the student toward learning and life.—Lindley J. Stiles

Guidance Counselors

One hundred and forty-eight of North Carolina's 172 public school administrative units during the 1962-63 school year had the services of at least one guidance counselor. Many large high schools had more than one full-time counselor serving within the school. The need for specially prepared counselors, as students face a growing complexity of careers and educational opportunities, is generally recognized.

With the growth of guidance services, perhaps more citizens will ask seriously, "What do guidance counselors do?" Such questioners should be prepared for a long answer, because even a summary is extensive.

Citizens most interested in schools probably are familiar with counselors' work concerning each pupil's introduction to career fields, understanding of relationships among courses and the value of courses in lifelong careers, motivation, and identifying problems that interfere with effective accomplishment. The general public is increasingly aware of counselors' teamwork with parents, school, and community in marshaling of joint efforts to help every boy and girl complete an appropriate high school education in preparing for work or further training and studies.

Probably few persons outside the teaching profession are aware of the extent of counselors' involvement in nearly all programs of a school. A survey of typical activities, if listed in sequence from planning level to results level, could start with collaboration in curriculum evaluation and planning, where the counselors' acquaintance with career goals held by pupils and their families is needed. Counselor and teachers pool their knowledge of individual pupils. They join forces with librarians to obtain career information and to teach students how to use it. Counselors regularly serve school administrators, teachers, special staff members, and agencies and officials in the community. Counseling is one of the most ef-

fective communicating lines between schools and communities in the area of instructional programs and student achievement. The continuing interest of counselors in achievements of former students as indicators of direction for future curriculum changes in their schools is one more aspect that bids for strong and lasting mutual support between communities and their schools.

Sticking With the Sticky Questions

Asking the right questions is as important in the improvement of education as any of the more dramatic efforts in which educators and laymen engage. Indeed, there is an art in learning to identify and pose one's concern in effective, challenging queries. More significant than developing this art, however, is that of learning to stick with these perplexing and challenging questions, no matter how sticky they are, until some light leading to action results.

"Why are there so many dropouts in our community?" cannot be answered with finality by quoting the results of national studies. On the other hand, persistent probing at the local level might well reveal, as it did in the recent Maryland Study, that dropouts, by and large, cannot read effectively. Or, it might reveal that community attitudes concerning schools are, at best, indifferent and sometimes even hostile. Such findings certainly constitute enough light for action.

"How can we improve the conditions under which learning takes place?" cannot be completely answered by refresher courses in psychology or by lectures from visiting consultants. A partial answer to this persistent problem might be found in a little individual soul-searching at the local level. To what degree, as a teacher, am I well informed? Enthusiastic? Respectful of students and their

Dropouts

Records presented in the center spread indicate the dropout situation for one year. Multiply this yearly figure, 24,489, by 12, the period from first grade to high school graduation and we get the figure 293,868, roughly one-fourth of the average annual enrollment during this period. Looked at from this angle, it can be seen how enormous the dropout problem is, and how important it is that every potential dropout be identified early, in the first two or three years in school, and that measures be applied to reduce this annual waste of our human resources.

Appreciation of Schooling

A high school teacher from Wichita, Kansas, on a world tour visited a class of 16- and 17-year old pupils in Kenya and told about school in the United States. When this teacher reported that her students did not always enjoy studying, the African pupils were shocked. The opportunity to go to school is not taken for granted there. The teacher, Jane Wagner of Wichita High School, returned from her tour of schools in many lands to tell her class members they should be thankful.

honest efforts? To what degree do I manifest respect for differences in ability, attainment, interest, and ambition? Improving the climate for learning, in many instances, may involve, more than anything else, application of what is already known. Whatever light is revealed should be the basis for renewed effort at excellence.

Never have questions concerning education been so numerous, not only from educators themselves but from laymen also. Now, it seems, is the appropriate time for each local community, as well as the State, to identify its most important concerns in the area of education in the form of clearcut, penetrating questions—and stick with them until intelligent and reasonable agreements for change can be reached.

85 Counties and 185 Schools Represented Among 400 Students at Governor's School

Eighty-five counties and 185 high schools were represented among the 400 students who attended the Governor's School at Salem College, in Winston-Salem, June 10-August 2. These students, approximately evenly divided between boys and girls, were chosen from nearly 3000 nominations. Quotas were established for nominations in academic areas and according to pupil population; unlimited nominations were possible for study in the performing arts, according to Dr. Joseph Johnston, curriculum director in the State Department of Public Instruction, who served as superintendent of the first Governor's School for talented youth. C. Douglas Carter, director of special services in the Winston-Salem schools, served as program director of the School.

Operating under the jurisdiction of the North Carolina State Board of Education, the Governor's School was made possible through a Carnegie Corporation grant of \$225,000 plus a matching sum made available through foundations and businesses in Winston-Salem. The eight-weeks term included emphasis in literature and writing, foreign language, mathematics, social science, and natural science, as well as emphasis in art, dance, drama, instrumental music, and choral music. Thirty-one teachers, eighteen of them teachers in North Carolina, were responsible for instruction in this experimental program, which was open only to rising juniors and seniors.

In addition to enrichment and encouragement in each student's area of major interest, each participant was exposed to discussion groups, lectures, and literature intended to develop his ability to probe into the essential ideas of man. Visiting lecturers included Governor Terry Sanford, Luther Hodges, Benjamin Swalin, Hugh Lefler, Frank Porter Graham, Mrs. Enrico Fermi, and Vittorio Ganimini.

Weekly concerts, ballet performances, dramatic excerpts, and art

exhibits enhanced the Governor's School. During the summer, special emphasis was placed on a comprehensive testing program, according to Dr. Johnston, who stressed the fact that results, when tabulated, would be of tremendous aid to schools throughout the State. Supervising the extensive testing program were Dr. Eugene Burnette of the State Department and Dr. George Welsh of the University of North Carolina at Chapel Hill. Typical of the tests used were the Terman Concept Mastery Test, the Strong Vocational Inventory, and the Minnesota Multiphasic Personality Test.

In commenting on the Governor's School, Dr. Johnston declared that the most obvious conclusion reached by teachers and visitors alike is the fact that the quality of teacher background and preparation has more to do with quality teaching than any other single factor in the teaching-learning process. "The uniqueness and distinctiveness of differential education," Johnston observed, "is more apparent in approach and methodology than in content. . . . No doubt, many of the most stimulating intellectual experiences afforded students stemmed from their living together in a community of common yet highly different interests. . . . The enthusiasm of students, teachers, parents, and educational visitors suggested that carry-over values in content and teaching techniques may well be expected in many schools throughout the State."

Later in the year, according to Johnston, attitude surveys and other types of evaluation will be made through the students, their summer teachers, and teachers to whom they returned. "This follow-up should enable us to prepare for more meaningful experiences next summer." The Governor's School will continue through 1965.

Board of governors for the School include Henry H. Rann, Winston-Salem, chairman; Mrs. B. C. Parker, Albemarle; Dr. C. D. Killian, Western Carolina College; Hartwell Campbell, Greenville;

Each Unit and School Gets An Identification Number

Every school administrative unit and public school in North Carolina has its own identification number for reporting to the Department of Public Instruction, listed in the booklet, "What's Your Number?" issued September 1. The booklet was prepared by the Statistical Services section.

Examples are: Alamance county school administrative unit, 010; and within that unit, Graham High School, 010-001; North Graham Elementary School, 010-002; South Graham Elementary School 010-003; and so on.

Purpose is to simplify the machine data processing. The numbering system is explained in the booklet, issued to school administrative units for distribution to principals: "This publication contains code numbers for the 171 administrative units and the 2,154 (public) schools in North Carolina. These code numbers are to be used in the space provided on all future reports to the State Department of Public Instruction."

The identification numbers are permanently assigned for existing schools. Other numbers can be added for new schools. Code numbers of schools that close can be deleted without changing any other number in the system.

The first page of the number code listings gives the three-digit identification number for each of the 171 public school administrative units in the State. The first two digits represent the county, and the third digit identifies the unit within the county. Alphabetical listing of counties and city administrative units within counties makes the booklet as easy to use as any directory of schools.

James G. Stikeleather, Asheville; Dr. Alphonso Elder, Durham; Dr. Elmer Garinger, Charlotte; John Ehle, Raleigh; and Mrs. Grace Rodenbough, Stokes County.

The executive committee includes Dr. Virgil S. Ward, Charlottesville, chairman; Dr. I. E. Ready, and J. Everette Miller, Raleigh.

In-Service Education Data Listed for Years 1961-63

Since late 1961 when North Carolina's special in-service teacher education program started under an appropriation by the State legislature, 162 school administrative units have participated in some part of the program, of the total 173 administrative units then existing.

The average enrollment in local classes was 34 teachers. The local classes were held for teachers of 127 school administrative units. Average cost per teacher completing a local class per semester hour or unit of credit was \$10.10. In other activities of the program, a total of 98 teachers participated in four summer institutes and one area institute, and 368 teachers at 13 administrative units participated in 29 sessions of an experimental in-service television education project.

State funds of \$103,310.01 were expended in 1962-63, for a total of \$211,449.03 in State funds used in the two years ending June 30, 1963. Enrollments of teachers during the two years totalled 13,987 and completions numbered 12,905. Completions by teaching areas were: social studies 3,970; English 3,847; science 2,702; mathematics 1,235; library science 576; art 468; music 41; foreign languages 66.

The State supervisor of teacher in-service education, Dr. James Valsame, of the Division of Professional Services, Department of Public Instruction, stated in an 11-page summary report published September 9, "Demand for local in-service programs was more than twice as great as funds available to finance such programs," in 1962-63. During the 1962-63 year, local enrollments numbered 6,954 and completions 6,448. Of these, 2,486 completions were for college credit, and 3,962 were for non-college credit.

Main objectives are to upgrade and update the subject-matter knowledge of classroom teachers and to broaden cultural backgrounds.

Nation's Non-Public High School Data Released In Three Publications by Office of Education

Comprehensive data on the nation's non-public secondary schools are available in three new publications of the United States Office of Education, announced in September. The announcement said, "The studies are the first of their kind made by the Office of Education in about 15 years."

Titles are: "A Directory of Nonpublic Secondary Schools, 1960-61," "Statistics of Nonpublic Secondary Schools, 1960-61," and "Preliminary Report on Offerings and Enrollments in Grades 9-12 of Nonpublic Secondary Schools, 1961-62." Prices are 75 cents for the directory and 40 cents for the statistical report, from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The preliminary report is free from the U. S. Office of Education.

The directory lists names and locations of schools, number of students and teachers, accreditations, and grades taught. The statistics volume summarizes facts on the number, size, age, and religious affiliation of schools, and the number of students, graduates, and teachers. The preliminary report of offerings describes the subjects taught and gives the number of students taking each subject.

The Office of Education says the information is "based on questionnaires directed to all principals and headmasters of nonpublic secondary schools." The reports show that:

The 4,128 non-public secondary schools operating during the 1960-61 school year employed about 59,000 teachers, or nearly 10 per cent of all teachers employed in secondary schools in that year. Three-fourths of the schools employed fewer than 20 teachers. Average pupil-teacher ratio was 18.8, comparing with 22.7 pupils per teacher reported for public high schools. Just over one million pupils were enrolled.

The non-public high school graduates constituted over 12 per cent of all high school graduates

in 1959. Most were oriented toward preparation for college: about 30 per cent provided college preparatory curriculums only, and 37 per cent of the remainder provide one curriculum besides college preparation. The curriculums were similar to those of public schools, except for more emphasis on foreign languages and less attention to vocational subjects. Four-fifths of the non-public secondary schools were church-related, and most of these provided some religious education.

In-Service Television Work of 1962-63 is Summarized

A seven-page summary booklet, "Report on the Special In-Service Television Project, 1962-63," was released on July 31, 1963, by the Department of Public Instruction. In this report, the Supervisor of In-Service Education, Dr. James Valsame, describes background and development of the project, and participation with evaluation and conclusions.

Thirteen school administrative units in the WUNC-TV viewing area had 39 classes with 368 teachers, at completion of the 1962-63 project.

Total expenditure from State funds is reported as \$8,414.22. This consisted of \$6,000 to the University of North Carolina for the television instruction, and \$2,414.22 for the salaries, travel, and subsistence of local instructional assistants.

State funds for continuation of the project were not available at the time of release of the report, because of heavy demand for in-service education with full-time classroom instruction. Dr. Valsame pointed out in a letter to superintendents and other interested persons, accompanying the report on July 31, that the projected expansion of WUNC-TV transmission to cover most of the State, would increase the value of televised in-service classes.

Profile of Freshmen Entering UNC In Fall 1962 Has SAT Scores 505 Verbal, 546 Mathematics

A profile of the freshman class entering the University of North Carolina at Chapel Hill in the fall of 1962, for the past 1962-63 school year, shows a mean score on the College Board Scholastic Aptitude Test of 505 verbal and 546 mathematics, for a mean total score of 1,051.

Out-of-State students, subject to tighter restrictions for entrance, scored almost 10 per cent higher than North Carolinians. The SAT scores for out-of-State freshman registrants were 541 verbal and 583 mathematics, compared to 492 verbal and 533 mathematics for North Carolina residents registering in the fall as freshmen.

Of all the entering freshmen, 2 per cent scored in the 700 to 800 range on the SAT verbal test, and 4 per cent scored in this range on the mathematics test. On the verbal test, the largest group, 40 per cent, scored from 400 to 499; also, 12 per cent scored under 400, and none scored under 300. On the mathematics test, the largest group, 42 per cent, scored from 500 to 599; and in the lowest rank, 3 per cent scored 300 to 399, with none under 300. Twenty-five of the total 40 students submitting advanced placement tests were admitted to advanced standing in one or more courses.

Class Rank

Entering freshmen in the top fourth of their high school class numbered 948, in the second fourth 605, in the third fourth 140, and in the bottom fourth 15.

Residence

Under regulations of the Board of Trustees, at least 74.1 per cent of new admissions—freshmen and transfer students—must be residents of North Carolina. Out-of-State students are permitted to enter under a quota of 12.7 per cent, and the remaining 13.2 per cent of admissions is without restrictions on residence for superior students and children of alumni of the University.

Freshman registrations in the fall for the 1962-63 school year totaled 1,708 students, including 208 women students. Enrollment during the first two years of college for women students is restricted to bona fide residents of Chapel Hill and to nonresidents in health career curriculums.

North Carolinians numbered 1,264 in the total freshman registration, among the representation of 1,444 students from the southern states. Ten freshmen registrations were from possessions or foreign countries, 51 were from New England, 166 were from middle Atlantic states, 23 from north central, and 14 from western states. Thirty-seven states were represented, led by Virginia with 57, followed by 50 from New York, 42 from Florida, 35 from Pennsylvania, 31 from New Jersey, 30 from Georgia, and 24 each from South Carolina and Connecticut.

Home Counties

Ninety-three of North Carolina's 100 counties were represented by the freshman registrants. Leading were Guilford 106; Mecklenburg 94; Wake 73, Orange 61, and Forsyth 54. No freshman registrations are shown from Durham County, within four miles of the University campus.

Piedmont and urban counties predominate, with only one each from less populous mountain counties of Alleghany, Ashe, Cherokee, Clay, Macon, Stokes, and Yancey, and from the eastern counties of Camden, Dare, Hyde, Pamlico, Pender Perquimans, and Tyrrell.

Classroom Carpets Used

Expandable classrooms separated by folding walls have carpeted floors to keep down noise in Barrington, Illinois, public schools. A description in The American School Board Journal magazine for September says the well-known Andrews, Texas, high school plant was the first public school to have carpeted classrooms.

Enrollment of 1.16 Million Expected In Public Schools

Predicted enrollment for the start of the 1963-64 public school term was about 1,160,000 pupils, an increase of about 20,000 over a year ago. The public school instructional staff is expected to increase by nearly 2,000 to a total of more than 45,000.

The fall enrollment for last school year, 1962-63, was 1,140,281. Before the year was over, enrollment increased by more than 21,000 to a total of 1,161,918 pupils in grades 1 through 12 of the public schools. Such increase during the year is about normal. Therefore, public school officials expect a total enrollment for the 1963-64 school year to exceed 1,180,000 pupils.

Most of the increase in pupils at North Carolina's public schools will be at high school level, continuing the trend of the past two years. Elementary school enrollments are expected to be nearly stable State-wide, with some local variations.

Nearly all the increase will occur in fewer than half of the State's 171 school administrative units. The 1962-63 enrollments decreased from 1961-62 totals in 54 of the 173 school administrative units in North Carolina last year. The number of administrative units was reduced by two, effective July 1, 1963, by merger of Oxford city schools into Granville County Schools and merger of Winston-Salem city and Forsyth County schools into the Winston-Salem/Forsyth County Schools.

Nationally, the U. S. Office of Education announced in August that fall 1963 enrollments in all public and non-public schools of the country were expected to total about 51.5 million, for an increase of 3.4 per cent over the enrollments of fall 1962.

About 1.8 million teachers for elementary and secondary schools are available in the country, the Office of Education said.

Federal Funds for Impacted Areas are Reported For 1961-62 by U. S. Commissioner of Education

Twenty-seven public school administrative units in federally impacted areas of North Carolina were entitled to Federal funds of \$2,781,324 for current operating expenses under Public Law 874 in the fiscal year ending June 30, 1962, and one administrative unit, Cumberland County, was entitled to \$491,870 for school construction under P. L. 815. These data are in an annual report from the U. S. Commissioner of Education on administration of these laws in the 50 states and the territories, published by the U. S. Department of Health, Education, and Welfare.

Congress passed the two laws in 1950, mainly in restitution to local governments for: (1) tax losses resulting from Federal ownership of land otherwise available for school taxes; and (2) operating and building expenses resulting from enrollment of children of federally employed persons. Both laws have been amended several times.

Small Part of Current Expense

The Federal funds listed as authorized for current expense amount to just over 7.9 per cent of the operating budgets for the 27 administrative units in federally impacted areas of North Carolina, compared with the national average of about 15 per cent in such areas, the Commissioner's report shows. North Carolina school administrative units entitled to the largest amount of operating funds for 1962 under P. L. 874 are listed as: Cumberland County, \$458,460 (home of Fort Bragg, a U. S. Army reservation); Craven County \$423,540, and Onslow County \$400,230 (both affected by U. S. Marine Corps installations); Fayetteville city, \$349,740 (serving Fort Bragg), and Wayne County, \$270,270 (serving a U. S. Air Force base). Other school units entitled to current operating funds in 1962 are reported as: the county schools of Brunswick, Camden, Carteret, Dare, Currituck, Duplin, Gates, Graham, Harnett, Hoke, Jones, New Hanover, Pamlico, Pasquotank, Pender, and Swain; and the city schools of Elizabeth City,

Goldsboro, New Bern, Red Springs, St. Pauls, and Southern Pines.

Federally Owned Land

North Carolina has the second largest land area under Federal ownership among southeastern states, the report shows: 2,030 square miles in 52 separate properties including forests, parks, military reservations, and others, amounting to 4.14 per cent of the State's land area and 3.85 per cent of the over-all area including inland water and land. First is Florida with 3,000 square miles in 113 properties federally owned.

School Library Service Supervisor Closes Busy One-Year Term as President of National Group

Serving a one-year term as President of the American Association of School Librarians was a busy experience for North Carolina's Supervisor of School Library Services. Cora Paul Bomar of the State Department of Public Instruction ended her term as president of the National organization at the annual convention on July 15, when she passed the office on to Dr. Jean Lowrie, Director of the Library Science Department at Western Michigan University, Kalamazoo, Michigan.

The presidency of the association involves a three-year commitment as a member of the executive committee. Miss Bomar will serve on that committee during the 1963-64 school years as past president, and she served on it during the 1961-62 school year as president-elect.

During Miss Bomar's year as president she testified on four different occasions before subcommittees of the United States Senate and House of Representatives in support of library legislation. She was in numerous planning sessions with executive committee members in preparation for these hearings.

She was a participant in many regional and national education library conferences and conventions. She was a speaker at such meetings in Virginia, South Carolina, Flori-

Dennis Elected to National Board of Future Homemakers

Election of Dr. Catherine T. Dennis, State supervisor of home economics education, to the National Advisory Board of the Future Homemakers of America was announced August 30 by Edna Amidon, board chairman and home economics education director of FHA. The new board member will serve a two-year term effective immediately. She represents the Southern and Central Regions of the national FHA.

The FHA national board will meet in Washington, D. C., October 2-4. The board advises the FHA national executive council on over-all programs and policies.

da, Tennessee, Alabama, Indiana, and Michigan.

Airborne Television Work

During the second week of June, Miss Bomar served as a consultant to the staff of the Midwest Program on Airborne Television Instruction meeting with librarians in schools of the midwest using MPATI programs.

She appeared on a nationally televised program, "At Random," over the Columbia Broadcasting System television network, at the American library Association in Chicago in July.

Miss Bomar attended the annual convention of the National Education Association held in Detroit. The AASL is a department of NEA. She was a panelist on the program of the Department of Audiovisual Instruction, on the topic, "Trends That Aid the Individual Learner."

During Miss Bomar's term as president, cooperation has continued in formal and informal work of committees in AASL and the Department of Audiovisual Instruction in NEA for delineating responsibilities and opportunities for school librarians and audiovisual instructional personnel to work together in improving the use of audiovisual and printed resources for learning.

State School Facts

October, 1963

24,489 Pupils Dropped Out of School in 1962-63

Of the 1,162,193 pupils enrolled in the public schools during 1962-63, 24,489 dropped out before the school year ended.

This dropout total was 2.1 percent of the total elementary and high school enrollment, thus leaving 97.9 percent of those enrolled who stayed in school for the entire year. If, however, these 24,489 boys and girls were high school students, and most of them were, they represented 6.5 percent of that enrollment of 305,706. On the basis of this reasoning, 93.5 percent of the total high school enrollment stayed in school the entire year.

On the basis of total enrollment, the percent of dropouts during the year ranged from .7 of one percent in Elkin to 3.8 per cent in Lincolnton.

Units having 3 percent or more dropouts were as follows:

- Morven 3.6%
- Asheville 3.0
- Newton 3.0
- Murphy 3.3
- Whiteville 3.3
- Dare 3.1
- Weldon 3.1
- Hoke 3.0
- Lincolnton 3.8
- Madison 3.5
- Orange 3.1
- Elizabeth City 3.2
- Rockingham (city) 3.0
- Leaksville 3.0

In accordance with these categories, the 24,489 pupils who dropped out of school during the year 1962-63 were divided by number and percentage as follows:

	Number	Percent
W5 —	10,028	40.9
W6 —	931	3.8
W7 —	87	.4
W8 —	325	1.3
W9 —	1,927	7.9
W10 —	928	3.8
W11 —	653	2.7
W12 —	2,870	11.7
W13 —	1,230	5.0
W14 —	5,510	22.5

As these figures show, nearly 41 percent of dropouts occur when the pupil becomes 16 years of age, the upper compulsory school age limit. There are no records to indicate how many of these 10,028 dropouts joined the ranks of the unemployed or how many have been in trouble because of their separation from school before graduation. According to category W6, only 931, not a part of the 10,028, were given work permits to leave school.

These records indicate further that 87 of the 24,489 graduated before the school ended and so did not have to continue till the year ended; 325 died.

More than 1900, nearly 8 percent, of the total 24,489 were ex-

Reasons for Dropouts

Administrative Unit	Total Enrollment	Total Dropouts	Percent Dropouts	16 Yrs. of Age	Reasons for Dropouts											Unknown
					Work	Graduate	Deceased	Disability	Correctional Institution	Armed Services	Marriage	Dismissed				
	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14						
DAVIE	45	4	2		4	1	1	13	1	7			7			
DUPLIN	74	4		3	11	7	1	8	30	4	66		31			
DURHAM	158	8		2	13	2	17	23	13	52	98		31			
Durham	129	26		2	37	26	11	43	52	61	11		61			
EDGEcombe	67		2	2	7	3	2	12	6	11			11			
Farmboro	38	13	1	5	20	9	16	58	16	106			106			
FORSYTH	119	18		6	20	9	16	58	16	106			106			
Winston-Salem	143	13		5	57	50	15	44	13	138			138			
FRANKLIN	222	17	10	5	2	5		13	7	42			42			
Franklin	21	27	1	3	64	16	15	55	49	73			73			
GASTON	339	27	1	3	64	16	15	55	49	73			73			
Cherryville	229	1		3	19	8	12	34	17	84			84			
Gastonia	41	4		3	19	8	12	34	17	84			84			
GATES	18			2	2			4	1	2			2			
GRAHAM	113			2	3			11		7			7			
GRANVILLE	30	2	2	2	7	5	1	22	8	25			25			
Oxford	38			5	9	10	4	19	4	38			38			
GREENE	234	17	1	5	9	16	11	43	18	62			62			
GUILFORD	32	30	13	2	31	16	11	43	18	62			62			
Greensboro	130	8		2	27	27	9	26	39	50			50			
High Point	128	3	2	5	25	27	9	26	39	50			50			
HALIFAX	103	3		3	6	4	4	30	6	125			125			
Roanoke Rapids	32	7		4	4	4	4	16	4	24			24			
Weldon	3		2	1	6	3	3	1	2	58			58			
HARNETT	106	7	2	4	24	9	7	53	12	39			39			
HAYWOOD	88			4	8	6	1	16	5	36			36			
Canton	32	4	1	3	9	8	4	15	2	19			19			
HENDERSON	633	2		3	9	8	4	15	2	19			19			
Hendersonville	233	2		2	8	1	3	1	1	21			21			
HERTFORD	15	4	1	2	5	2	5	14	3	57			57			
HOKE	43	3	1	2	13	1	3	15	9	54			54			
HYDE	22			2	4	1	2	2	1	26			26			
IREDELL	82	6		2	6	2	1	10	4	26			26			
Mooreville	224	6	2	2	4	12	5	7	10	14			14			
Statesville	58	6	2	2	3	8	2	10	14	14			14			
JACKSON	85	6		4	4	8	4	52	9	61			61			
JOHNSTON	384	2		5	24	8	1	8	1	5			5			
JONES	12	1		3	21	4	2	3	5	11			11			
LEE	36	1		3	21	4	2	3	5	11			11			
Sanford	142	9		1	7		3	7	6	24			24			
LENOIR	12	6	1	1	15	4	12	18	8	28			28			
Kinston	56	10	2	1	27	5	16	14	5	17			17			
LINCOLN	71	2		1	8	1	6	14	3	6			6			
Lincolnton	48	3		1	3	2	15	5	13				13			
MACON	54	3		1	1	2	2	3	2	26			26			
MADISON	35	4		1	5	7	2	15	1	58			58			
MARTIN	65	13	1	1	5	7	2	21	3	35			35			
MCDOWELL	38	1		1	5	1	2	17	1	18			18			
Marion	35	1		1	2	1	3	9	1	18			18			

ance with the records kept by teachers in their registers, as (11.7%) left school because of drafted or voluntary, and 2,870 (11.7%) left school because of marriage.

School Dropouts, 1962-63

Administrative Unit	Total Enrollment	Total Dropouts	Percent Dropouts	16 Yrs. of Age	Work	Graduated	Deceased	Disability	Reasons for Dropouts													
									Correctional Institution													
									W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Marriage	Dismissed	Unknown	
ALAMANCE	12,188	204	1.7	108	16	—	—	4	14	6	10	23	11	17	17	—						
Burlington	9,409	220	2.3	92	18	—	—	2	27	11	17	26	16	11	17	—						
ALEXANDER	3,969	87	2.2	42	4	—	—	2	6	1	1	10	6	15	7	—						
ALLEGANY	1,849	26	1.4	17	—	—	—	—	—	—	—	2	—	4	4	—						
ANSON	3,756	74	2.0	34	—	—	—	4	6	1	3	8	14	4	4	—						
Morven	1,132	41	3.6	23	—	—	—	1	10	4	—	—	—	1	7	—						
Wadesboro	2,329	62	2.7	19	—	—	—	1	8	3	—	5	19	4	7	—						
ASHE	5,240	105	2.0	49	2	—	—	2	1	5	3	4	10	4	22	—						
ASHELY	3,351	91	2.7	33	4	2	—	1	5	3	2	11	8	22	17	—						
BEAUFORT	5,289	95	1.8	40	—	—	—	2	4	9	1	1	23	2	17	—						
Washington	4,591	125	2.7	44	8	1	—	4	7	6	2	15	8	35	33	—						
BERTIE	7,155	122	1.7	20	6	—	—	3	12	6	8	27	21	53	21	—						
BLADEN	8,988	201	2.2	63	3	—	—	3	2	—	4	20	4	20	4	—						
BRUNSWICK	5,824	95	1.6	42	3	—	—	3	32	11	20	58	22	117	66	—						
BUNCOMBE	19,343	404	2.1	123	13	—	—	5	24	21	13	27	46	166	166	—						
Asheville	10,542	314	3.0	100	12	—	—	3	15	—	2	24	11	25	11	—						
BURKE	8,099	137	2.4	112	5	—	—	—	2	2	1	5	—	—	—	—						
Glen Alpine	1,452	40	2.8	30	—	—	—	—	2	2	1	5	—	—	—	—						
Morganton	2,741	45	1.6	17	2	—	—	1	1	1	1	6	7	9	9	—						
CABARRUS	7,741	115	1.5	50	4	—	—	2	10	4	1	20	3	21	21	—						
Concord	4,342	87	2.0	8	33	—	—	3	8	6	2	10	3	10	3	—						
Kannapolis	5,776	152	2.6	93	25	—	—	3	11	8	2	12	—	5	5	—						
CALDWELL	10,639	294	2.8	145	18	1	2	24	13	2	39	4	46	46	46	—						
Lenoir	2,648	77	2.9	36	4	1	—	1	7	3	11	5	10	10	10	—						
CAMDEN	1,447	28	1.9	9	—	—	—	1	1	1	1	6	3	7	7	—						
CARTERET	6,969	155	2.2	78	—	—	—	2	11	7	4	18	6	29	29	—						
CASWELL	5,759	126	2.2	54	1	—	—	2	17	7	2	11	22	27	27	—						
CATAWBA	8,862	136	1.5	70	9	—	—	1	14	1	2	16	1	22	22	—						
Hickory	6,969	110	1.6	38	10	—	—	1	19	11	2	16	7	6	6	—						
Newton	2,911	86	3.0	47	6	—	—	6	6	2	1	4	3	17	17	—						
CHATAM	7,245	92	1.3	51	—	1	—	3	4	—	1	9	3	20	20	—						
CHEROKEE	1,589	24	1.5	14	—	—	—	1	—	2	2	—	—	4	4	—						
Andrews	1,177	25	2.1	20	—	—	—	1	—	—	2	—	2	2	2	—						
Murphy	1,494	50	3.3	21	1	—	—	1	3	1	1	8	5	10	1	—						
CHOWAN	875	7	.8	4	—	—	—	—	—	1	1	—	—	1	1	—						
Edenton	2,353	63	2.7	26	2	—	—	—	4	1	1	4	2	24	5	—						
CLAY	1,379	24	1.7	13	—	—	—	—	1	1	1	3	1	5	5	—						
CLEVELAND	8,367	164	2.0	85	3	—	—	2	11	1	1	31	6	24	4	—						
Kings Mtn.	4,370	106	2.4	75	4	—	—	1	10	4	3	15	1	3	3	—						
Shelby	5,054	91	1.8	34	8	1	—	1	4	7	3	10	35	10	53	—						
COLUMBUS	11,532	264	2.3	137	4	1	4	7	6	10	6	7	1	43	43	—						
Whiteville	3,283	107	3.3	30	3	1	—	1	6	2	3	5	24	7	13	—						
CHAVEN	8,567	117	1.4	35	1	1	—	2	21	2	6	24	7	30	30	—						
New Bern	5,637	148	2.6	40	2	—	—	2	20	3	5	24	7	44	44	—						
CUMBERLAND	21,143	533	2.5	170	15	—	—	7	79	14	23	31	16	148	148	—						
Fayetteville	11,815	189	1.6	59	1	2	6	16	12	9	34	9	41	41	41	—						
CURRITUCK	1,613	28	1.7	13	—	—	—	—	2	—	1	12	—	10	10	—						
DARE	1,371	43	3.1	13	1	—	—	—	6	—	1	12	—	10	10	—						
DAVIDSON	11,154	264	2.4	169	16	—	—	8	10	5	3	23	1	30	30	—						
Lexington	5,272	125	2.4	60	8	—	—	4	8	3	1	13	4	24	24	—						
Thomasville	3,921	69	1.8	24	6	—	—	—	7	5	—	16	5	6	6	—						

EXPLANATION OF WITHDRAWAL CODES (DROPOUTS)

W5 — Pupil gult school after passing compulsory attendance age.

W6 — Pupil issued work permit.

W7 — Pupil graduated

W8 — Pupil deceased.
W9 — Pupil excused from school attendance because of physical or mental disability.

W10—Pupil committed to correctional institution.

W11— Pupil drafted or enlisted in the armed services.

W12— Pupil left school because of marriage.

W13— Pupil dismissed.

W14— Pupil left school for reasons unknown.

New Hanover School Attack Dropout Problems With Second Chance and Stay-In-School Efforts

New Hanover County schools are attacking dropouts on two fronts for the second year by giving a second chance and by keeping potential dropouts in school.

A second chance for dropouts is provided in adult classes at night in the high school, and in day and night classes at the Wilmington Industrial Education Center. A difficulty in the high school adult classes is cited by T. O. Page, assistant superintendent of instruction and curriculum in New Hanover County schools, who said, "Often the students are unable to pay the \$30 registration fee." Civic clubs are considering assistance to needy returning students, he added, beyond the program already operated by the local Optimist Club as a part of the State-wide effort of Optimists to keep needy students in school. A part of the club program is to find jobs for youths about to drop out because of financial difficulty.

Stay-in-School Problems

Major problems within school are described by Fred H. Capps, dean of boys at New Hanover High School, as: the number of students per teacher, limited guidance personnel, and limited attendance workers. Continuing efforts are made to provide curriculum and instruction that keep the students in school. Page praises the Distributive Education program particularly for students who do not plan to go to college, and for those who need to earn while in high school.

Outside the schools, a family problem is cited by Dean Capps among boys and girls whose fathers are deceased and whose mothers work to support the family. Capps said many students returning to an empty house feel "no one cares," failing to realize the parent is working to keep the child in school and to provide for needs that otherwise would not be met. Another main problem outside school is ownership of an automobile. Dean Capps said, "Often the student who works on week-ends and nights finds his income isn't

sufficient to support a car." Apparently some students drop out "to keep up the car operating costs." About 60 percent of the male dropouts at the school have a car in their background, he said.

Industrial Center Programs

At the Wilmington Industrial Education Center, "Dropouts usually turn up," said Director George H. West, "after they have been out of school for a couple of years and found their jobs mediocre or hard to obtain."

The IEC offers adult education programs for students already in high school, and for persons beyond high school age who need to finish their high school preparation to qualify for learning a trade. West said after dropouts learn "the realities," they generally learn a trade.

Employment Problem

The manager of the Wilmington office of the Employment Security Commission, William H. Powell, reported at the end of May there were 547 young people, ages 16-25, registered as looking for jobs. Of this number, 272 were school dropouts, including 210 white males, 218 white females, 69 Negro males, and 59 Negro females. "These figures only indicate those who have registered for employment," he said, "the actual number is much higher." About one-third of the total registered unemployed at his office are young people.

Firemen's Museum

The New Bern Firemen's Museum invites school children accompanied by teachers or other adult supervisors to a guided tour without charge. Open hours are 9:30 a.m. to 12 noon and 1 to 5 p.m., Monday through Saturday, and 1 to 5 p.m. on Sunday. Advance notice in writing is requested to be sent to the museum, Box 721, New Bern, N. C.

Tryon Palace may be visited on the same trip, hours 9:30 a.m. to 4 p.m. Tuesday through Saturday, and 1:30 to 4 p.m. Sunday. Holiday schedule and fees are available from Tryon Palace, New Bern.

Foreign Correspondence

The last issue of the Foreign Language Newsletter for the 1962-63 school year, from the State supervisor of foreign language instruction, referred to two services for students who desire to communicate with students in other countries. The World Affairs Center, University of Minnesota, Minneapolis 14, provides a pen pal service, and World Tape Pals, Dallas 15, Texas, gives information on how students can trade tape recorded messages with boys and girls in foreign lands.

Attendance Law Will Be Enforced, Governor Says

Governor Terry Sanford proclaimed in Raleigh on September 4 his policy that the school attendance law will be enforced. At Williamston about 200 Negro children had boarded school buses, and instead of arriving at school they got off at a local church for a rally. About 2,000 pupils were truant as estimated in Williamston, attending lectures in non-violent protest tactics during school hours. At Monroe, North Carolina, Negro pupils returned to schools after remaining away during the opening days of the first week of the fall term.

"We might as well start off the fall with an understanding about school attendance," the Governor told members of the press in Raleigh. "School attendance is mandatory. School is not a place for demonstrations," he said, "School is not the marshaling ground for parades. These are places for education and I expect the superintendents, principals and teachers—every one of them—to see that schools are used for schooling.

"What we need is better education—jobs and opportunities come from education. We are against closing schools by anybody for any reason," Governor Sanford stated.

The Martin County Board of Education, at Williamston, also acted on the problem. It announced it would notify parents of the penalty—fines of \$5 to \$50—for willfully keeping their children out of school.

Worldwide Tape Trading And Foreign Correspondence

Pupils in various grades and subjects are preparing tape recordings to exchange with their grades in other states and countries in English and other languages. Sometimes color transparencies or 8 millimeter motion picture films made by the classes are loaned also. One of the sponsors of news service on classes looking for tape pals is World Tapes for Education, as announced by the weekly newsletter "Education U. S. A.," 1201 Sixteenth Street, N. W., Washington 6, D. C.

Vocational Rehabilitation Adds Four Staff Members

Four rehabilitation counselors have been added to the division of vocational rehabilitation of the Department of Public Instruction during the past summer. Two of these counselors are located in Asheville; one, in Raleigh; and one, in Kinston.

C. Paige Truitt, and William M. Moras joined the Asheville staff, June 17. Truitt is a graduate of Guilford College with a major in psychology. Prior to accepting the position in Asheville, he served as supervisor of the Juvenile Detention Home in Greensboro. Moras received his B.S. degree in education from North Carolina State, where he has also done additional graduate work. For a year and a half he was a teacher in Elizabeth-town and in Smithfield.

Wm. H. Heath, assigned to the Kinston office, received his A.B. in social science from East Carolina College and his M.Ed. in guidance and psychology from the University of North Carolina at Chapel Hill. For five and a half years, he served as office manager of Universal C. I. T. Credit Corporation and for two years he was office manager of Appliance Buyers Credit Corporation in Raleigh.

Clifford T. Couch, now working in the Raleigh office, has a B.S. degree in social studies from Pfeiffer College and served for two years as teacher and coach in the Apex District School.

Coast Guard Academy Offers Four Years of College To Qualified High School Graduates, Age 17-21

The United States Coast Guard has adopted College Entrance Examination Board tests as the first part of its competitive examination of physically fit candidates desiring to enter the U.S. Coast Guard Academy at New London, Connecticut. The academy chooses applicants competitively without the congressional appointments used by other military service academies of the United States Government, and without geographic quotas.

The CEEB tests to be used are: Scholastic Aptitude Tests, Verbal and Mathematical, and Achievement Tests, intermediate or advanced mathematics, and English composition.

Applicants will be selected by rank from their scores in the CEEB tests of December 7, 1963, to be combined with scores in supplementary tests by the Coast Guard and with physical examinations, scholastic records, and references. Successful candidates will be enrolled in July 1964.

Four Years of College

The academy provides four years of college and naval studies, with pay, resulting in a bachelor of science degree and a commission as an ensign in the Coast Guard for persons who are physically eligible at graduation.

Each applicant must volunteer to serve four years as an officer if needed by the Coast Guard for active duty. Advanced education and training are available after graduation at the Coast Guard Academy and at other institutions of higher learning, for persons preparing for special assignments, including coast guard aviation, search and rescue service, safety, marine engineering, naval architecture, marine law, finance, and administration.

Eligibility

Applicants must be high school graduates or seniors assured of graduation by June 1964, who will be 17 years of age but less than 22 years of age on July 1, 1963, and in excellent physical condition. College and trade school students

and former students who meet the requirements are eligible. Information on procedures for applying is available from Commandant, U. S. Coast Guard, Washington 25, D. C. Applications should originate by November 8, and should be completed by December 7, 1963, for entering the academy in July 1964. The coast guard will furnish the published requirements for a physical examination, upon request, for use by a private physician, to forestall unnecessary travel and disappointment for applicants not meeting all requirements.

Requests to take the CEEB tests as a candidate for admission to the academy should arrive no later than November 8 at CEEB, Box 592, Princeton, New Jersey.

Supplementary tests will be offered at 18 locations throughout North Carolina.

Boy Needs School

Importance of education in earning a living is told by 19-year-old Ed Spoon speaking to reporter Alex Coffin in the Charlotte News dated August 27, 1963. Young Spoon fell behind trying to change from writing left-handed to right-handed when he was in the first grade. He went back to his strong left hand, but in the eighth grade he dropped out of school three years behind his age level. Hired as a shipping clerk at a dairy, he could not do the multiplication required on the job and was demoted to truck washer. He decided to improve his mathematics and reading by attending classes outside working hours for a year. On the strength of this additional school work, Spoon was promoted back to his old job of shipping clerk, and is doing well.

"I like this job, but don't want to do it all my life," Spoon comments. He plans to continue in classes available in Charlotte after work, to earn his high school diploma.

Warning Against Use of Live Disease Bacteria In Science Is Issued by State Health Officer

Warning that some biological supply houses in the country sell live bacteria cultures capable of producing diseases and that such cultures have been sold to some high schools in this country was issued by Dr. J. W. R. Norton, Director of the North Carolina State Board of Health, in August. This warning was called to the attention of all school superintendents of schools in North Carolina by Charles F. Carroll, State Superintendent of Public Instruction, on August 29.

The text of Dr. Carroll's letter to school superintendents follows:

"Dr. J. W. R. Norton, Director of the North Carolina State Board of Health, wishes to bring to your attention a situation which may be potentially dangerous if carried on without proper provisions for competent supervision and adequate protection. The North Carolina State Board of Health has been informed that biological supply companies in various parts of the country are selling cultures of bacteria which are capable of producing diseases. Among these are the agents which cause anthrax, diphtheria, tetanus, typhoid fever and cholera. Some pathogenic agents have been sold to high schools for use by high school students in science fair projects.

"Steps are being taken on an interstate basis by the Federal Government to stop the sale of these agents to high school students. While it is not the purpose of the health officials to interfere with the teaching techniques used by teachers to improve the understanding and appreciation by the students in the area of biological sciences, it is believed that the science teachers should be reminded of the hazards involved if students are allowed to handle and work with potentially dangerous cultures.

"Since the intrastate sale of disease producing organisms is not affected by federal regulations, Dr. Norton would be interested in knowing about the sale of these

bacterial to the students in your schools by supply houses within the State.

"In the interest of protecting the well-being of our youth, I would appreciate your bringing the content of this letter to the attention of your science teachers."

School Leaver Follow-Up Reported by New Hanover

A follow-up study of the students who left school in grades 10 through 12 of New Hanover County public schools during the year 1961-62 was completed in May, under the guidance director, Mrs. Ethel Booth.

A total of 75 students left the last three grades of high school in the county during the 1961-62 school year. This is her finding one year later: three returned and earned their diploma; eight entered another school by transfer; twenty-six could not be traced. The remainder, she found, had not returned to school for the following principal reasons; armed services, 5; pregnancy, 8; illegitimate paternity, 1; lack of interest, 4; difficulty with the law, 2; work, 7; correctional institution, 2; excessive absences, 1; married 4; failure, 1; illness 2; dismissed, 1.

Mrs. Booth followed up another group of 44 students who entered the high school graduating class in the fall of 1961 but failed to graduate with their classmates the following spring. She found 12 students graduate at the 1962 summer session; 8 returned to their high school the following fall; 4 are finishing high school requirements by correspondence; 6 married without immediate plans for school; 4 entered armed services; 2 moved away; 1 had no plans; and 7 could not be traced.

Mrs. Booth pointed out that failure to graduate 12 years after entering the first grade does not necessarily represent a dropout. She commented, "I believe this is the misconception many people have about school dropouts."

Travel Is Deductible

The Tax Court of the United States in a case brought by a Yonkers, New York, elementary school teacher held that half the amount spent for travel, meals, and lodging while on a voluntary tour of Europe was deductible. The trip was university sponsored. The court deemed the other half to be for personal sightseeing. Earlier the court had held that expenses to meet either travel or college attendance requirements of a school board were fully deductible.

Fuel Consumption Survey Under Way at 36 Schools

A two-year survey of fuel consumption of a representative cross section of public school plants in North Carolina starts with the 1963-64 school year. Thirty-six schools are in the survey conducted by the Division of School Planning, Department of Public Instruction, in cooperation with the local school authorities.

The director of the Division of School Planning, J. L. Pierce, said, "We believe such a survey will make an important contribution to future school planning. . . . Schools have been selected with respect to type, size, age, location, heating system and kind of fuel."

Locations of the schools are from the mountains to the coast, in county and city school administrative units. The cooperating county school administrative units, keeping data on one designated school each, are Anson, Beaufort, Bladen, Buncombe, Burke, Carteret, Catawba, Caswell, Cumberland, Currituck, Dare, Greene, Harnett, Hertford, Martin, McDowell, Montgomery, New Hanover, Onslow, Rockingham, Rutherford, Swain, Warren, Washington, Watauga, Wayne, and Wilkes.

Combined county-city school administrative units involved with one school plant each are Winston-Salem—Forsyth, and Charlotte—Mecklenburg. City school units involved are Asheboro, Greensboro, Henderson, Red Springs, Raleigh, Rocky Mount, and Salisbury.

Peace Corps Invites State To Send Discarded Books

Responding to a request from the Peace Corps for discarded textbooks in good condition and in various subjects for instruction conducted in English in foreign countries, the State Board of Education at its September 5 meeting authorized the Controller and the State Superintendent of Public Instruction to submit a list of titles of discarded textbooks from which the Corps can select books it may desire.

Consent of publishers was to be obtained preparatory to notifying school administrative units of procedures for contributing textbooks no longer used but physically sound. The State Advisory Committee of the Peace Corps would arrange for a final screening, packing, and shipping of the books, according to definite instructions to be furnished by the Peace Corps.

James and Beard Write On Vocational Curriculum

Discussion of curriculum developments in vocational and technical education, chapter 9 of the 118-page bulletin "Using Curriculum Developments," 1963, Association for Supervision and Curriculum Development, is by Dr. Gerald B. James, Director of the Division of Vocational Education, North Carolina Department of Public Instruction, in collaboration with Dr. H. G. Beard, Associate Director of the Division.

The chapter summarizes research and goals reported by numerous authorities cited, with some original comment. An extensive bibliography of published reports of studies on curriculums is provided in each chapter. The book covers the several areas of curriculums, beginning with art and ending with vocational in alphabetical order. It has related chapters for over-all curriculum planners.

The volume is available for \$1.75 from ASCD, 1201 Sixteenth Street, Washington 6, D. C.

Music and Band Rooms in New School Plants Are Common for Secondary Schools of Nation

Inclusion of music and band room facilities in new school structures is becoming more widespread, according to a study conducted by School Management Magazines.

The study, involving 12,000 school systems, revealed that music room facilities show the most dramatic comparative gain of all special school facilities (language, science, home economics) in the 1962-63 period. Of new secondary schools started in 1963, 76.1 percent included facilities for music, compared with only 35 percent of new high schools completed in 1962. In North Carolina, 100 percent of 14 new secondary schools started in 1963 included facilities for music as compared with 12.5 percent in 24 schools started in 1962.

Music rooms were included in 29.2 percent of new additions to secondary schools begun in 1963, compared with 11.1 percent in 1962. In North Carolina, music rooms

were included in 9.1 percent of 11 new additions to secondary schools in 1963 as compared with 6.7 percent in 1962.

The study revealed similar increases in music facilities in elementary schools. In elementary school constructions started in 1963, 17.8 percent included facilities for music, compared with only 7.2 percent in 1962. Of the new additions to elementary schools begun in 1963, 7.6 percent included music facilities, compared with 2.9 percent in 1962. No music facilities were included in 14 elementary schools started in 1963 or in the 41 projects started in 1962.

The reason for this expansion of school music facilities has been a growing recognition of the importance of music as a basic part of children's education. School districts are expanding music facilities to meet the demand for music instruction.

Superintendents Request State Bond Vote in 1963

The Division of Superintendents of the North Carolina Education Association at a business session at Mars Hill on August 16 passed a resolution asking for a State-wide referendum in 1963 for a \$100-million school bond issue. The 1963 General Assembly passed enabling legislation for a school bond election, but left the choice of date to the Governor. The superintendents' resolution called for the election this year rather than next.

The bond issue was recommended at last year's superintendents' meeting, which named a committee to seek enabling legislation. The resolution this year cited "increasing enrollments, additional space requirements . . . needed consolidation of schools" and the need for substantial improvement in school facilities. In Raleigh the Governor's office expressed interest in what the superintendents and other groups have to say about when the election should be called.

New Basal Textbook Adoptions Proposed

The State Board of Education at its meeting September 5 requested the State Textbook Commission to evaluate new books for adoption as basal textbooks in the following subjects and levels:

Elementary Science: series in grades 2-8 with earth science in grade 8; or series in grades 2-7 with earth science in grade 8; or series in grades 2-6 with general science in grade 7 and earth science in grade 8.

United States Geography: for grade 8, with added emphasis on other Western Hemisphere countries.

Home Economics: grade 8 and/or 9, for use in a junior high school, a single text covering foods, clothing, child care, relationships, housing, family economics, and family health.

Home Economics: grades 9-12, a separate text for each of the areas —(a) clothing and textiles, (b) relationships, (c) food and nutrition.

Notice was sent to publishers.

Art Bulletin for Teachers of Elementary Grades Is Issued; Helps Regardless of Art Experience

A new guide for classroom teachers, "Art in the Elementary Classroom, Grades One-Eight," was published in October by the North Carolina Department of Public Instruction, priced at 50 cents a copy.

This is a 42-page booklet prepared for all teachers of elementary grades, rather than for art teachers. Emphasis on art as a part of children's experience during elementary school years distinctly sets this book apart from the larger publication, "Art in the Public Schools, Years 1-12," first issued in 1942, revised in 1949, and still much in demand, 167 pages, available for 50 cents a copy also.

The new publication describes art education objectives for children in grades 1 through 8, principles and methods of teaching that should be effective regardless of the art experience of the teacher, and activities for pupils that generally are most effective in each level from grade one through grades seven and eight. The latter half of this bulletin is devoted to fundamental information under the section titles, "Art Materials, Chart and Dictionary"; "Motivation"; "Color"; "Modeling Mediums"; "Printing"; "Found Materials"; "Murals"; and "Bulletin Board." At the end of the publication are "Teacher References" listing helpful publications.

The publication was prepared under the direction of Antony Swider, who during the past year was State Supervisor of Art Education in the Department of Public Instruction. Swider returned to school work in Birmingham, Alabama, after the 1962-63 school year. His successor as Supervisor of Art Education is I. Perry Kelly, who was head of the fine arts department of the Orange County, Florida, public schools, and previously an art teacher there. He holds bachelor of arts and master of education degrees from the University of Florida, and currently is working toward a doctor's degree.

Vocational Versus Dropout

Richmond, California, schools reported that 30 high school boys floundering toward a dropout were taught as a group in technical classes leading to their choice of a vocation. One-third of the boys made the honor roll, for the first time, during the past school year.

Phillips and Ward Join Staff of Curriculum Lab

Two newcomers have been added to the curriculum laboratory of the Department of Community Colleges since July 1: Gene Harold Phillips and Charles F. Ward. Previously, this section was a part of the vocational education division of the Department of Public Instruction.

Gene Harold Phillips received his B.S. degree in industrial arts at North Carolina State and has almost completed his Master's. During the past years, Phillips served as assistant director of the Durham Industrial Education Center. Prior to this, he had served for two years as instructor in engineering graphics at North Carolina State and three years as teacher of industrial arts and drafting in the Rockingham city schools. For three years Phillips was an intelligence analyst with the U. S. Army, before which he had six years' experience as a draftsman and projectionist.

Charles F. Ward has his B.S. degree in mathematics from North Carolina State and has done graduate work at State University in New York and at the University of New Hampshire. Before joining the Department, Ward taught mathematics at the Lenoir County Industrial Education Center; and previous to this, he was an instructor in mathematics for two years in New York State. Prior to these experiences, he served as an aircraft electrician for Lockheed Aircraft Corporation for more than two years and as an aircraft electrician with the U. S. Air Force for four years.

Former Florida Dean Joins Community Colleges Staff

Dr. Gordon B. Pyle joined the staff of the Department of Community Colleges in September as assistant director for college parallel programs. Under the department director, he heads the administration of programs of college caliber in North Carolina's State-supported institutions below senior college level.

Dr. Pyle came directly from the faculty of Miami Dade Junior College, at Miami, Florida, where he was Dean of Academic Studies and Dean of Instruction. The institution has over 8,600 students. Earlier he was an assistant professor of social science at the University of Florida and a graduate assistant at Ohio State University, where he received a doctor of philosophy degree. He is an alumnus of the University of Florida, and he has spent most of his life in Florida, although he was born in Marion, Iowa, in 1922. In World War II he was a pilot in the Second Air Force.

His wife is a graduate of the University of Florida and is an elementary school teacher. She taught grades 2 and 5, and is teaching grade 5 at Sunshine Elementary School in Hollywood, Florida, until a replacement can be found this fall. The Pyles have two daughters, Cheryl, age 10, and Barbara, age 7.

Shakespeare by Radio

In Charlotte on Sunday evenings at 7 o'clock radio station WBT-FM is presenting plays by William Shakespeare from Stereophonic recordings prepared in England by the Marlowe Society. Each play runs about three hours as presented with commentary. The series began October 6 and ends January 19. The commentary gives a preparatory description of each play with analysis of Shakespeare's dramatic method and intentions. This instructional material was prepared by Professor Sidney Stovall of Charlotte College.

The Attorney General Rules...

Use of Bond Funds

In reply to your recent inquiry: Dr. Carroll has sent me your letter of August 15, 1963, in which you state that you lost five classrooms at — School as a result of a fire. It is your intention to consolidate the high school department of this school, along with those of the —, — and — Schools, into a new school. You do not want to spend additional funds at the present location of the — School because upon removal of the high school department there will be adequate classrooms for the elementary school.

You are exploring the possibility of purchasing mobile type classrooms. You inquire as to whether or not you may expend bond funds which were voted upon December 5, 1959, some of which are still available for the use of your Board.

A reading of the ballot that was used in the referendum when the bond issue was approved by the voters shows that the bond funds were "to be expended in the — City School Administrative Unit for additional school plant facilities—consisting of one or more new buildings, reconstructing and enlarging one or more existing buildings and the acquisition of land and furnishings and equipment required for such buildings."

In the case of *RIDER v LENOIR COUNTY*, 236 N. C. 620, 631, the Supreme Court of North Carolina held that the bond order and the essential elements thereof submitted to the voters when approved in a referendum constitutes a compact and may not be materially varied. I send you a copy of letter on this subject written to another board of education. The manner in which your bond issue was submitted to the people indicates that you cannot use bond funds for this purpose. If you have any other capital outlay funds, not derived from the bond issue I would think you could use such funds. Attorney General, August 26, 1963.

Bond Order Limitation

In reply to your recent inquiry:

You state that a school bond issue was submitted to the voters on a ballot which simply stated: "For the Bond Issue in the amount of \$1,800,000. Against the Bond Issue." Prior to this referendum the Chairman of the — City School Administrative Unit in several of his speeches to various organizations indicated that if the bond issue was approved by the voters it would be distributed by using \$1,100,000 for the white school, \$500,000 for the Negro school and \$200,000 for the Indian school.

You state that it now appears to be unwise to construct an Indian school within the City for there already exists facilities which can be reactivated and renovated in the City for this purpose.

You inquire if the Board of Education may use the \$200,000 which was indicated for Indian schools for capital improvements on the white and Negro schools. You emphasize that there was no allocation on the ballot for a division of the monies derived from the bond issue.

I think that this question is controlled by the case of *RIDER v LENOIR COUNTY*, 236 N. C. 620, 631. It appears that a construction of the bond order and the ballot would perhaps answer the question. The Supreme Court of this State has never gone so far as to hold that speeches made prior to a referendum on a bond issue would control in the allocation of the funds. In the *Rider case, supra*, the Supreme Court of North Carolina said:

"However, under the Statutory procedure prescribed for submitting a bond proposal to the voters, as in the instant case, the bond order, required to be adopted by the Board of Commissioners and published prior to the election, is the crucial foundation document which supports and explains the proposals to be submitted. (G. S. 153-78, 86, 87, 89), and ma-

terial representations set out in the bond order ordinarily become essential elements of the proposition submitted to the voters.

"Accordingly, where the bond order contains a stipulation definitely fixing the maximum amount of county funds to be expended on a proposed project, such stipulation, treated as a compact, becomes a limitation upon subsequent official acts based on a favorable vote and may not be materially varied. 64 C. J. S., Municipal Corporations, sec. 1865, p. 408; *MOORE v. CENTRAL CITY*, 118 Neb. 326, 224 N.W. 690; *RAFF v. PHILADELPHIA*, 256 Pa. 312, 100 A. 815. See also *WALDROP v. HODGES*, 230 N. C. 370, 53 S. E. 2d 263; *TEER v. JORDAN*, 232 N. C. 48, 59 S. E. 2d 359; Anno.: 117 A.L.R. 892, 895."

Unless there is something in the bond order which fixes the allocation, then it would be my opinion that the Board could use the \$200,000 for capital improvements on the white and Negro schools. Attorney General, August 15, 1963.

School Discipline Policy

School board policy against corporal punishment since 1937 was modified to permit "any means which are reasonable and appropriate for the purpose of maintenance of discipline, including the use of physical force," in Milwaukee, Wisconsin. The change in policy of the Milwaukee school board on May 7 followed incidents in which junior high school pupils seriously injured teachers. The board made the new provision for preventing and stopping breaches of discipline. Corporal punishment still is not permitted in Milwaukee public schools after a breach of discipline is ended; other means of punishing are used then.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin
Five Years Ago, 1958

Superintendent A. B. Gibson of Laurinburg was sworn in as a new member of the State Textbook Commission, Monday, August 25, in Governor Hodges' office, and shortly thereafter was named chairman of the Commission.

Mary Frances Kennon, assistant State school library adviser, North Carolina Department of Public Instruction, has been appointed to serve on the Grolier Scholarship Awards Committee of the American Association of School Librarians.

Ten Years Ago, 1953

Dr. Allan S. Hurlburt, University of North Carolina professor of education, has been appointed Assistant State Superintendent in charge of Instruction by State Superintendent Charles F. Carroll.

Fifteen Years Ago, 1948

President Henry Scott of the North Carolina School Boards Association recently commented on the desirability of having public schools throughout North Carolina named.

Madeline Tripp, recently appointed to succeed Hattie S. Parrott as State supervisor in the Division of Instructional Service, will work in county and city units located in the southwestern part of the State.

Twenty Years Ago, 1943

Ella Stephens Barrett, Guidance Counselor in the Alexander Graham Junior High School, Charlotte, has been employed as Acting Supervisor of Occupational Information and Guidance, Division of Vocational Education to replace S. Marion Justice, who is on leave with the armed services.

The State Board of Education at its regular September meeting adopted a budget for the expenditure of \$37,825,939 in State funds for the operation of the public schools during the school year 1943-44.

One thousand and fifty children of two, three, and four years of age who are now attending WPA Nursery Schools in North Carolina were immunized for diphtheria during the past month.

Book Covers Donated

Book covers bearing a message from astronaut John Glenn on "nutrition in the space age" were donated for students in grades 6 through 8 by nine non-profit food organizations. The cover was designed from an idea by Vivian L. Traywick, a marketing specialist of the North Carolina Department of Agriculture. About 8,000 booklets for teachers accompanied the covers, giving suggestions for studying the cover and data on nutritive value of eight food commodities produced in North Carolina. Distribution was by orders from school superintendents directly to Miss Traywick. The project cost the non-profit sponsors more than \$2,500.

Agricultural Open House Scheduled at N. C. State

Annual open house of the School of Agriculture at North Carolina State of the University of North Carolina at Raleigh is announced for Saturday, November 2, 1963. Registration begins in Reynolds Coliseum at 8 a.m., followed by opening exercises at 9:15. Organized tours continue until lunch hour, and optional visits will be offered at 3 p.m.

Dean H. Brooks James extends special welcome to high school students, principals, superintendents, guidance counselors and science teachers. Prospective students will receive basic information on attending college, including explanations of the school's two-year agricultural institute and four-year degree program.

Exhibits and tours will portray preparation offered for careers in agricultural business, science, and technical work. Dean James reports that about 93 per cent of the school's graduates with bachelor's degrees are going into off-farm careers in agriculture. Average starting salary for graduates of June 1963 was \$5,500, up about \$500 from three years ago. Demand far exceeds the supply. About one-third of the present students in the School of Agriculture are from urban areas.

MAKING TODAY'S NEWS

Columbus. The Community College committee announced today that an offer of land on which to build the proposed junior college for Columbus County and the offer has been received from two Whiteville businessmen with "no strings attached." *News Reflector*, Sept. 12.

Watauga. Watauga County's proposed \$2,130,000 bond issue to finance schools improvements and a new 80-bed hospital won approval yesterday in a countywide referendum, complete, unofficial returns from all 16 precincts show. *Winston-Salem Journal*, Sept. 18.

Winston-Salem/Forsyth. School bus safety stations for youngsters at 50 gathering places in Forsyth County bus routes is the goal of a project launched today by the Navy Reserve Training Center. *Winston-Salem Sentinel*, Sept. 18.

Tyrrell. The Tyrrell County Board of Education has cut out all of the local student fees for the school year 1963-64, according to M. L. Basnight, Tyrrell Supt. of Public Education. *Coastland Times*, Sept. 13.

Hoke. An adult beginner's class in reading will be conducted at Upchurch High School Sept. 30, according to G. A. Page, Principal. *News-Journal*, Sept. 12.

Carteret. County commissioners approved Wednesday night at the courthouse funds requested to proceed with work on the East Carteret school and to finance the setting up of an industrial education center. *Carteret County News-Topic*, Sept. 18.

Haywood. Mrs. Pearl Ramos, a speech consultant of the State Department of Public Instruction, visited Haywood Wednesday to help plan a speech correction program for county schools. *The Waynesville Mountaineer*, Sept. 19.

Southern Pines. Only a few persons appeared, and none to protest or ask questions, at the public hearing held Monday afternoon by the county commissioners on the \$4 million bond issue for the community college plant and public school construction. *The Pilot*, Sept. 19.

NORTH CAROLINA PUBLIC SCHOOL

B U L L E T I N

NOVEMBER, 1963

RALEIGH, NORTH CAROLINA

NO. 3



EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

Launching of North Carolina Fund Experiment in Education Is Announced by Governor Sanford

Governor Terry Sanford on September 30 announced the launching of a privately financed five-year experiment in education and related research to combat poverty in the State. About \$14 million in donations is expected under the North Carolina Fund, established in July. During the summer nearly \$10 million was dedicated to the Fund. The Ford Foundation provided \$7 million. The Mary Reynolds Babcock Foundation granted the Fund \$875,000, payable over a five-year period. The Z. Smith Reynolds Foundation voted the Fund \$325,000 a year for the first two years, and gave notice it would grant an equal amount in each of the following three years, for a total of \$1,625,000.

About three-quarters of the funds will go into projects in about 10 representative communities, seeking to identify causes and remedies of school dropouts, poverty, and chronic welfare cases. Some of the communities to be named will be those in rural areas, and some will be in urban centers. Control will be local, with participation and commitment of governmental and community agencies concerned with the problems.

Administration of the Fund and its programs for a five-year period is to be financed within a \$500,000 portion of the Ford Foundation grant. About \$4.5 million from Ford will go to the projects in 10 or more communities of the State, and about \$2 million will finance a special project requested by the State Board of Education to find ways to improve the learning of reading, writing and arithmetic in primary grades. Studies previously made in North Carolina indicate that inadequate achievement in these subjects produces dropouts in later years of school. Most of the funds committed from the Reynolds

and Babcock foundations are to be used in the community projects.

Henry T. Heald, President of the Ford Foundation, released a statement calling the North Carolina Fund movement an imaginative effort "in city and rural areas." He said it is the first state-wide program to be assisted by a grant from the Ford Foundation. Heald stated, "It is of national significance that the full resources of a state, including local philanthropic foundations, are being applied to realistic plans for a coordinated effort to develop human resources to the fullest. In so doing, North Carolina leadership may well set a pace for other states."

School Plant Loss Insurance Coverage Increases To \$2 Million at Lower Annual Cost to Fund

The State Board of Education at its meeting of October 3 accepted a low bid of a \$20,000 deposit premium for reinsurance to cover losses over \$200,000 to a maximum of \$1 million at any one time and place for any school plant participating in the Public School Insurance Fund. The first \$200,000 loss is covered directly by the Fund insurance. The accepted bid was more than \$5,000 lower than the previous treaty and more than \$800 lower than the next bid received. The low bid also increased the maximum limit of liability from \$1 million to \$2 million on any one loss, which will be advantageous to the Fund in case of catastrophe.

Over \$377 million insurance is in force with the State Board of Education Public School Insurance Fund. Among the 173 public school administrative units in North Carolina on June 30, units participating numbered 104. The plan is voluntary, with administrative

Board Defines 'Immediate Family' for Sick Leave

The State Board of Education at its meeting October 3 adopted the following amendment to the Sick Leave Regulations:

"Section II. C. *Upon Death in the immediate family*: Immediate family is defined as wife, husband, mother, father, brother, sister, son, daughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, grandson, granddaughter, step-mother, and step-father. Leave for this purpose must not exceed two days."

A copy of this amendment was mailed to all superintendents of school administrative units in the State.

units having the option of insuring with any agent of their choice.

The annual financial report on the insurance fund was presented to the Board of Education at the October meeting, covering the 12 months ending June 30, 1963. This report showed an operating reserve of \$3,140,293.18 to cover losses, built up in the fourteen years of operation of the fund. For the fiscal year, earned premiums from administrative units totalled \$543,684.95 and losses were \$369,826.30, producing a loss ratio to earned premiums of 68.02 per cent.

During the 14 years of operation of the Fund, total earned premiums were \$6,003,969.75, and losses were \$3,329,180.91, producing a loss ratio to earned premiums of 55.45 per cent. Approximately 44½ cents of each premium dollar taken in by the Fund has been placed in reserve for payment of future losses, and this reserve includes investments in U.S. Bonds which are drawing interest.

Superintendent Carroll Says...

Going about as an American school teacher and administrator, particularly in these later years, I have observed that increasing numbers of people in many walks of life are looking to schools and colleges for something we do not have in education or something we have but with which they are not acquainted. More and more parents give evidence that they want their children to attain through education a position in life that the parents themselves do not have. A reliance upon the process of education, heretofore unparalleled, is perceived. This confident emphasis causes one to ponder at times whether we are attributing to education a power it may not always possess.

To be sure, those of us who are closest to school and college activities and operations want to recognize the accolades accorded the work in which we are engaged. But at the same time, we want to stand calmly and realistically and see and use education for what it is. Certainly, as has been declared countless times, we do not want to claim that education is a panacea. It has its limitations, as schools and colleges pursuing excellence assert forthrightly and continuously. Powerful and constructive though education is, it cannot be everything to everybody. It can, however, contribute something to everybody. And it is incumbent upon those who teach to decide what education at its best can do. In the face of this challenge and demand, we as teachers need not be apologetic nor regretful for what we have or have not done. What has gone before has gone; what beckons to us represents a golden opportunity. I am confident that within the light given to each of us we shall continue to improve and strengthen education as a powerful force in the lives of people. Through this means we shall help most if not all people to attain that level of personal development and competence commensurate with the talents with which each is endowed by his Creator.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL

State Supt. of Public Instruction

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Vol. XXVIII, No. 3

November, 1963

An educational leader must observe the shifting tides of public opinion, but he must steer by the rock of enduring truth.—Carr

* * * * *

Knowledge is proud that he has learned so much; wisdom is humble that he knows no more.—Cowper

* * * * *

To quit school is to invite a lifetime of regrets and disappointments.—Cas. F. Carroll

* * * * *

Loss of memory comes more from lack of attention, lack of training, and lack of use than from age.—Senior Citizen

* * * * *

The central purpose of education should be to develop the ability to think.—James E. Russell

* * * * *

How to tell students what to look for without telling them what to see is the dilemma of teaching.—Abercrombie

* * * * *

The foundation of every state is the education of its youth.—Diogenes

* * * * *

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.—John F. Kennedy

* * * * *

We believe that no society can survive and advance unless its citizens understand its underlying purposes and values; unless they know *where* we are going and *why*. Our future citizens must be educated to understand these underlying currents and to commit themselves to redirect those forces that would destroy the values embedded in the democratic representative laws and institutions of the free world.—Paul R. Hanna

Critical Thinking

Have you ever seen an incident of poor driving on a street or highway that left you feeling indignant or irate? Recently a witness was trying to describe a traffic accident in which one driver broke several traffic laws and many rules of safety. Legal counsel at the hearing advised, "Never mind how you feel about it. Just tell us what happened."

A common fault, one that touches nearly all of us, is to mix our feelings with the facts, particularly when we feel strongly. As teachers, however, we are characteristically on guard to teach rather than to preach. Stated another way, our purpose is "to educate rather than to indoctrinate." The importance of allowing other persons, including pupils, the privilege of unbiased facts to the extent they are available, and the freedom to form their own opinions and exercise their own judgment, rather than mirror our judgment, is understood. This is not without effort. Teachers are human, and in the teacher's lounge we may admit, "I had to bite my tongue," in a class or a teachers' meeting.

"Give light, and people will find their own way," said the motto printed in the masthead of a chain of newspapers that was prominent in the first half of this century. In the literature and advertising of the market place, a clever slant, and the linking of facts together that do not belong together, can be found. We must exercise judgment in using sources of information from outside the school, as in our own verbal presentations.

Critical thinking, and development thereof in students, is a prominent aim of school curriculums. Through training, example, and experience, pupils develop their abilities to respond with logical thought rather than with emotion. The privilege of unbiased information is the peculiar possession of free people. Like other freedoms, it should be guarded industriously and used consistently. The best place for a first-hand contribution is in your speech, your actions, and your reactions.

'Citizen of Year'

Superintendent Guy B. Teachey of Asheboro city schools was named 'Citizen of the Year' by a local selection committee on June 27. Teachey was cited for his contributions to developing good citizenship among boys and girls of Asheboro.

The selection was announced at presentation of a trophy cup to Superintendent Teachey on June 27 by the Asheboro Civitan Club, sponsors of the award.

The Principal

The person who aspires to the glory and affluence of officialdom must recognize that in the aura of that elevation the clock and sometimes even the calendar drop out of sight. The principal cannot close his desk or his mind to his responsibilities at the end of a teaching day. Even when the school term has come to an end, the summoning bell has been muted, and the voice of the pupil no longer enlivens the air, the principal still hears and feels the movement of the classes, the hum of the study periods, the chalkwriting on the blackboards, the dropping and gathering of books, because he has the responsibility not only of the day but of the term; not only the problems of the present month, but of the month standing on tiptoe ready to take over. The principal's work is never fully done, just as a captain of a ship never really sleeps. Of course, with that extra responsibility goes a stipend which exceeds that of the person who has little or no responsibility. The school principal is entitled to great respect, people tip their hats to him, or should; he has an office, he makes out his own schedule, which is all that it should be.—Justice Musmano in *Taggart v. Board of Dir. of Canon-McMillan Joint School System*, 185 A. 2d 332 (Pa. Sup. Ct.)

Students Grow

Teachers teach what they know and emphasize those values which they believe to be important. For this overpowering reason, it is forever important that teachers at all times are broadly and correctly informed and, in addition, that they are imbued with attitudes and values which encourage students to move ahead with enthusiasm and determination.

Since today's facts often become tomorrow's fallacies, teachers increasingly are respecting the necessity for continuous growth on their part. During 1961-63, for example, 14,453 teachers enrolled in one or more phases of the Program for the Professional Improvement of Teachers. Indications suggest even larger participation during the current year. In addition to this more or less formal approach to inservice training, thousands of teachers in North Carolina are accepting the opportunity and necessity for making local self-studies and preparing curriculum guides as definite means of continuous growth. In recognizing the inherent values of participating in programs of self-evaluation and of preparing courses of study, teachers are equipped with one of the most fundamental of all characteristics conducive to growth—namely, an attitude which respects the necessity for continuous growth. "To be learning," says Edgar Dale, "is not only a condition for survival, it is also the basis for being richly alive."

In schools in which administrators and teachers are forever growing—in factual knowledge, in improved teaching techniques, in skills of effective evaluation, and the like—the process of learning is likely to be characterized by intense personal interest, creativity, and determination on the part of students.

When teachers plan and participate in programs of self-improvement, for reasons not difficult to understand, students become the chief beneficiaries. Students grow when teachers grow.

More Unemployment Among Less Educated

More unemployment, less education; or more education, less unemployment—that is the story of figures showing the relationship between education and unemployment in the United States since 1959, recently released by the Bureau of Labor Statistics.

This relationship exists in general for both the younger and older members of the labor force. Among younger workers (18 to 24 years old) at the bottom of the educational ladder (less than 8 years of schooling), the rate of unemployment approximates 20.4 percent, nearly four times higher than those at the top, 5.5 percent (one year college or more). Unemployment rates for these workers with education between these extremes were:

8 years elementary school	19.5%
1-3 years high school	17.6%
4 years high school	9.8%

Unemployment rates among the civilian labor force 25 to 54 years of age varies in accordance with education as follows:

Less than 8 years elementary	8.8%
8 years elementary	7.5%
1-3 years high school	7.1%
4 years high school	3.9%
1 year or more college	2.2%

Unemployment rates for non-white workers is generally two to three times higher than the rates for whites with corresponding amounts of schooling.

Illiteracy in State Down to 4 Percent; Still High

The North Carolina illiteracy rate—the percentage of the population 14 years old and older who are unable to read and write—is down to 4.0 percent, compared to 5.5 percent in 1950, 11.5 percent in 1930, and 30.1 percent in 1900. It is estimated that the State had 125,000 illiterates in 1960.

The Bureau of the Census, *School Life's* source of these figures, defines an illiterate as a person "unable to read and write a single message either in English or in any

Illiteracy in the United States, by State, 1900 to 1960

Source: *School Life*, April, 1963

[Data for 1900 through 1930 refer to population 15 years old and older; for 1950 and 1960, to population 14 years old and older.]

State	1900 Per- cent	1910 Per- cent	1920 Per- cent	1930 Per- cent	1950 ¹ Per- cent	1960 ¹	
						Per- cent	Number
New England:							
Maine	5.5	4.5	3.6	3.0	2.0	1.3	9,000
New Hampshire	6.7	5.1	4.9	3.0	2.0	1.4	6,000
Vermont	6.4	4.2	3.3	2.4	1.7	1.1	3,000
Massachusetts	6.5	5.7	5.3	4.0	2.8	2.2	83,000
Rhode Island	9.2	8.5	7.2	5.5	3.1	2.4	15,000
Connecticut	6.5	6.6	6.9	5.1	3.1	2.2	41,000
Middle Atlantic:							
New York	6.1	6.1	5.6	4.1	3.5	2.9	355,000
New Jersey	6.5	6.2	5.8	4.3	2.9	2.2	99,000
Pennsylvania	6.9	6.6	5.2	3.5	2.7	2.0	166,000
East North Central:							
Ohio	4.5	3.6	3.2	2.5	1.9	1.5	99,000
Indiana	5.2	3.4	2.5	1.8	1.7	1.2	40,000
Michigan	4.8	3.7	3.4	2.2	2.0	1.6	84,000
Wisconsin	5.4	3.6	2.8	2.1	1.7	1.2	35,000
Illinois	4.8	4.2	3.8	2.7	2.3	1.8	128,000
West North Central:							
Minnesota	4.6	3.4	2.1	1.4	1.5	1.0	23,000
Iowa	2.7	1.9	1.2	.9	.9	.7	14,000
Missouri	7.0	4.7	3.4	2.5	2.1	1.7	52,000
North Dakota	6.1	3.4	2.5	1.7	2.3	1.4	6,000
South Dakota	5.8	3.2	1.9	1.4	1.5	.9	4,000
Nebraska	2.6	2.2	1.5	1.3	1.2	.9	9,000
Kansas	3.3	2.5	1.8	1.4	1.3	.9	14,000
South Atlantic:							
Delaware	13.2	9.0	6.6	4.4	2.7	1.9	6,000
Maryland	12.1	7.8	6.1	4.2	2.7	1.9	41,000
District of Columbia ..	9.4	5.4	3.0	1.7	1.8	1.9	11,000
Virginia	24.3	16.2	12.2	9.7	4.9	3.4	94,000
West Virginia	12.6	9.2	7.2	5.5	3.5	2.7	35,000
North Carolina	30.1	20.2	15.0	11.5	5.5	4.0	125,000
South Carolina	37.4	27.6	20.9	16.7	7.9	5.5	87,000
Georgia	32.1	22.1	16.7	10.4	6.9	4.5	120,000
Florida	23.4	14.4	10.2	7.7	3.9	2.6	92,000
East South Central:							
Kentucky	18.1	13.1	9.4	7.3	4.3	3.3	70,000
Tennessee	21.9	14.7	11.3	8.0	4.7	3.5	88,000
Alabama	35.1	24.2	17.8	14.0	6.2	4.2	93,000
Mississippi	34.1	24.4	18.8	14.8	7.1	4.9	71,000
West South Central:							
Arkansas	21.3	13.4	10.2	7.6	5.0	3.6	45,000
Louisiana	39.6	29.9	23.4	15.1	9.8	6.3	137,000
Oklahoma	11.7	6.2	4.1	3.1	2.5	1.9	32,000
Texas	15.6	10.6	8.9	7.3	5.4	4.1	272,000
Mountain:							
Montana	6.6	5.1	2.5	1.9	1.8	1.0	5,000
Idaho	5.1	2.5	1.7	1.2	1.3	.8	4,000
Wyoming	4.4	3.6	2.3	1.8	1.7	.9	2,000
Colorado	4.5	4.1	3.6	3.1	2.0	1.3	15,000
New Mexico	35.7	21.7	17.4	14.9	6.6	4.0	24,000
Arizona	30.0	21.6	15.9	11.0	6.2	3.8	33,000
Utah	3.6	2.8	2.2	1.4	1.4	.9	5,000
Nevada	13.8	6.9	6.4	4.8	2.2	1.1	2,000
Pacific:							
Washington	3.4	2.2	1.9	1.1	1.3	.9	18,000
Oregon	3.7	2.1	1.6	1.1	1.2	.8	10,000
California	5.3	4.0	3.6	2.8	2.2	1.8	203,000
Alaska	40.6	26.5	24.6	20.5	6.3	3.0	5,000
Hawaii	35.2	29.2	21.2	17.5	8.4	5.0	21,000
Total U.S.²	11.3	8.3	6.5	4.8	3.3	2.4	3,055,000

¹ Estimated.

² Includes Alaska and Hawaii in all years.

other language." The term "illiterate" is not to be confused with "functional illiterate," often used to mean a person who has completed fewer than 5 years of school. Under this latter definition, the State in 1960 had 380,053 persons 25 years old and over who would be classed as functionally illiterate, 16.5 percent of this population.

The accompanying table shows the illiteracy rates in the 50 states and the District of Columbia for

certain years and the estimated number of illiterates in 1960. The illiteracy rate for this last year was 2.4 percent for the nation as a whole. North Carolina ranks 43rd on the list, according to these estimates, tying with New Mexico. Rates range from 6.3 in Louisiana to .7 in Iowa. States ranking higher than North Carolina are: Louisiana, South Carolina, Hawaii, Mississippi, Georgia, Alabama and Texas.

Physical Fitness Up

The President's Council on Physical Fitness reported at the end of the 1962-63 school year that three-fifths of the nation's school children taking the Council's physical fitness test exceeded its minimum standards, compared with two-thirds in the preceding year. Nearly 20 million children in public schools participated regularly in physical fitness programs, a gain of 12 per cent for the year, the Council stated.

Half of Freshmen Accepted Finally Registered at UNC

Just over half the high school graduates who apply for admission to college at the University of North Carolina at Chapel Hill are accepted for admission, and of those accepted, over 4 of every 10 do not register.

In admission data compiled on freshman admissions for the fall term of the 1962-63 school year by the Director of Admissions at the University of North Carolina at Chapel Hill, 4,967 persons applied for admission; 2,858 were admitted; and 1,708 registered. The percentage applying who registered was 34.5. The percentage registered of those admitted was 59.5.

Applicants who resided in North Carolina numbered 2,784, and the University accepted 2,013 for admission. Of North Carolinians admitted, 1,264 registered, for 62.5 per cent of those admitted. Among out-of-State students, 1,780 applied, 518 were admitted, and 217 registered, for 41.8 per cent of those admitted.

Three hundred and forty-seven freshmen of the class entering in the fall of 1962 had scholarship awards totalling \$91,975, averaging \$265 each. Part-time jobs were awarded to 169 freshmen averaging \$425 each for the nine-months term, and 66 loans were made for \$42,795, averaging \$648. These total awards for freshmen amounted to \$206,595, ranging from \$175 to \$1,275 per student, the Director of Admissions reported.

Regulations for Adult Vocational Student Loan Fund Are Issued by State Board of Education

The State Board of Education at its meeting on October 3, 1963, adopted regulations for operation of a loan fund for students in vocational and technical education. This fund began with a gift by the North Carolina Consumer Finance Association, from member loan companies, in the amount of \$10,675 accepted by the State Board of Education at its meeting May 2, 1963.

Recipients of student loans may be granted financial assistance of not more than \$300 per school year, under regulations adopted October 3 by the Board of Education. The number of loans will be determined by the demand and the availability of funds. The Board announced at its October meeting, "It is anticipated that there will be additional gifts to the fund."

The Board said, "The purpose of the Fund is to provide for financial assistance to those students, enrolled full-time, in vocational and technical education programs of an Industrial Education Center, Technical Institute, or Community College."

Regulations

Main provisions in the loan fund regulations include the following:

"The loan fund shall be held by the controller of the State Board of Education and released by him upon approval by the State Director of the Department of Community Colleges to meet loan commitments made by the various institutions."

The Department of Community Colleges and centers, institutes, and community colleges shall publicize the availability of loans, furnish each applicant a copy of regulations, and assure that he understands them, and shall make and collect the loans under procedures described in the regulations. Each institution shall establish a committee responsible for selecting candidates to receive the loans.

The loan regulations further state, "Each candidate for a loan must: (A) Be a resident of North

Carolina and is, or expects to be, a full-time student of the approved institution as defined by the State Department of Community Colleges; (B) Declare that he is in need of financial aid to continue his studies as evidenced by information on furnished forms; (C) Apply on forms provided by the State Department of Community Colleges at the appropriate time; (D) Be approved by the institution student loan committee; (E) Use the proceeds of the loan only for the payment of tuition and required fees, institutional equipment, materials, and books, board and room, and similar living expenses . . .

"Additional regulations essential to the administration of the Student Loan Fund may be developed in the discretion of the State Director of the Department of Community Colleges and the approval of the State Board of Education."

Delayed Interest

No interest will be charged as long as the student continues attending the institution and maintains a satisfactory record in his studies, or during the first year after successful completion of his course. The interest rate is 3½ percent each year thereafter, with a maximum of six years after initial payment for full repayment. The regulations state, "In the event of unsatisfactory progress or permanent withdrawal from the institution, the entire indebtedness shall become due and payable, with interest commencing on that date."

Overtime Pay Reported

Overtime work and pay for high school teachers in Los Angeles were approved by that city's school board to relieve the effects of a shortage of teachers. The board provided for paying \$7.58 an hour for each hour beyond the regular school day of six one-hour periods a day.

'The Pine' Is Adopted as State Tree, Joining Cardinal as Bird and Dogwood as State Flower

The official State tree of North Carolina is "The Pine," in any of "its eight species" found in the State, under State law as adopted by the General Assembly on March 12, 1963. Seven other states recognize pines as state trees: Alabama (Southern Longleaf Pine); Arkansas (Shortleaf Pine); Idaho, Maine, and Michigan (all White Pine); Minnesota (Red Pine); and Montana (Ponderosa Pine).

The Bill passed by the Regular Session of the North Carolina General Assembly on March 12 is found in Chapter 41 of the Session Laws. It reads as follows:

"An Act to Adopt an Official State Tree for the State of North Carolina.

"Whereas, the Pine is prevalent, in one of its eight species, in all parts of this State, and is truly representative of the State's historic dependence upon and concern for its timber and forest resources; and

"Whereas, the Garden Clubs of North Carolina have conducted a State-wide survey for preference for a State tree, and the Pine was selected by a decided majority of the votes: Now, therefore,

"The General Assembly of North Carolina do enact:

"Section 1. The Pine is hereby adopted as the official State tree of the State of North Carolina.

"Section 2. All laws and clauses of laws in conflict with this Act are hereby repealed.

"Section 3. This Act shall be in full force and effect from and after its ratification.

"In the General Assembly read three times and ratified, this the 12th day of March, 1963."

Pines are featured in the well known poem, "The Old North State—A Toast," by Mrs. Leonora Monteiro Martin, written for a banquet of the North Carolina Society of Richmond, Virginia, May 20, 1904. The first stanza is the beloved:

"Here's to the land of the Long Leaf Pine,/ The Summer Land, where the sun doth shine;/ Where the weak grow strong and the

strong grow great—/ Here's to 'Down Home,' the Old North State!"

Previous sessions of the General Assemblies had adopted a State bird, flower, song, motto, Great Seal, and the present State flag.

Bird and Flower, and Song

Adoptions of State bird, State flower, and State song are described in the following paragraphs:

The cardinal, *Richmondia cardinalis*, was adopted as the North Carolina State bird in 1943, and the blossom of dogwood, *Cornus Florida*, was adopted as the official State flower in 1941 by act of the General Assembly.

The official song of the State was adopted by an act of the General Assembly in 1927. Titled "The Old North State," words are by Judge William Gaston, for whom Gaston County and Gastonia were named. Gaston was born in 1778 at New Bern, and was admitted to the bar in 1798. He distinguished himself as a lawyer, and served in the United States House of Representatives, 1813-1817. He served in both houses of the North Carolina legislature at various times and was chairman of the committee which drew up an act creating the State Supreme Court in 1818. In 1833 he was elected a member of that court. He died in Raleigh in 1844. The music for the official State song was collected and arranged by Mrs. E. E. Randolph of Raleigh.

Other Adoptions

The State's motto, appearing upon the Great Seal, and the present Great Seal itself, were adopted in 1893. The Latin "Esse quam videri" is freely translated "To be rather than to seem." It is found in Cicero's essay on Friendship, Chapter 26. The Great Seal of North Carolina is two and one-quarter inches in diameter. It is kept in the Governor's Office. The figures depicted are those of Liberty and Plenty. The seal bears the date May 20, 1775, that of the Mecklenburg

Overseas Language Study Grants Offered by USOE

The United States Office of Education offers scholarship grants to about 200 undergraduate college students and about 1,000 graduate students for overseas travel and language study, mostly in non-European languages. It also offers a few postdoctoral fellowships for intensive language study at centers in the United States for college faculty members who will teach such language upon return to their campus.

Especially desired are students of Arabic, Chinese, Hindi-Urdu, Indonesian, Japanese, and other Asiatic and African languages. The grants will be for the nine-months term of the 1964-65 school year, and/or the 1964 summer session.

Undergraduates will receive \$400 plus tuition and travel allowances, for the nine-months term. Graduates and postdoctoral fellows will receive up to \$2,700 for expenses and other allowances. A news release issued by the Office of Education on October 9 stated, "Application forms should be obtained from the institutions where candidates wish to study and not from the Office of Education." The news released said information is available from the same institutions, which were not named in the release, or may be requested from the U. S. Office of Education.

Declaration of Independence. This is the eighth design of the Great Seal of the history of North Carolina, four being used in the colonial period, and four since the colony became a State.

The official flag in use today was adopted in 1885. The colors, red, white and blue, are the same as those in the flag of the United States. Two dates are on yellow scrolls, on the North Carolina flag: May 20, 1775, date of the Mecklenburg Declaration, and April 12, 1776, date of the resolution adopted at Halifax empowering North Carolina members of the Continental Congress to concur in declaring independence.

New York Proposes Program for Teaching Reading

The New York State Education Department has come up with a 15-point program designed as the official position of the Department on how to teach reading. A prerequisite for certification in New York, after Sept. 1966, will be a "significant" amount of study in how to teach reading. Highlights of the New York program are:

- *Reading is thinking, stimulated and guided by the printed page.* Reading should be a quest for meaning.
- *A child's introduction to reading should not be unnecessarily delayed.* Readiness programs are sometimes necessary, but there should be reading instruction for some kindergartners.
- *There should be one basic set of reading texts; plus, in every classroom, a variety of reading matter suited to every level of achievement.*
- *Right from the start phonics and the alphabet have a definite place in the program.* So do rhymes. But phonics is only one means to the end. The goal is not to teach phonics, but to teach reading.
- *Textbook authors tend to underestimate the child's vocabulary,* but texts are practice materials; important reading occurs in literature and sciences.
- *There should be groups and subgroups for reading,* based on abilities and interests of the children. The individual student sometimes is a group.
- *Speed in reading is not an end in itself; what counts is comprehension.* The nature of the assignment should determine reading speed.
- *The English teacher has responsibility,* in junior and senior high schools, for development of reading skills, except in curriculum areas requiring specialized vocabularies and skills.
- *Schools should distinguish between reading for study and reading for recreation.* If the child is asked, as in examination, about what he has learned in recreational reading, this may destroy his fondness of reading.

- *Individualized reading is an important part of the total program,* but is no substitute for systematic development of reading and study skills.
- *Programed reading materials can make a positive contribution* and when carefully prepared are likely to be superior to many of the available textbooks and workbooks. The availability of good programed materials already is bringing about revision and improvement of the textbooks and workbooks.
- *Testing is a most important part of the program.* There is a place for tests developed by the teacher, the local district, the state, and for nationally standardized tests. Most important are tests administered in the fall which give the teacher an assessment of the reading status of the group and enable him to build a program to capitalize on strengths and remedy weaknesses.
- *Research is the key to a good reading program.* Teachers should be sufficiently familiar with conclusions of the basic research to enable them to develop a flexible program appropriate to individual needs of their pupils.

White Caps for Tots

The town council of Pforzheim, West Germany, provided white caps to about 3,000 boys and girls entering the first grade. The children are to wear the caps between home and school so drivers may know they are unfamiliar with street traffic.

The last issue of the Foreign Language Newsletter for the 1962-63 school year, from the State supervisor of foreign language instruction, referred to two services for students who desire to communicate with students in other countries. The World Affairs Center, University of Minnesota, Minneapolis 14, provides a pen pal service, and World Tape Pals, Dallas 15, Texas, gives information on how students can trade tape recorded messages with boys and girls in foreign lands.

Booklet on Homework

A 40-page guide to homework is announced by the Association for Childhood Education International. Title is "Homework—The Home's Part and the School's Part." Price is \$1 per copy from ACEI, 3615 Wisconsin Avenue, N. W., Washington, D. C.

Civil Defense Instructor Training Is Available

Thirty-nine public school administrative units in North Carolina have instructors for adult courses in Civil Defense, according to the Coordinator of Civil Defense Adult Education in North Carolina, George Maddrey, in Raleigh. To train additional instructors, the State Department of Public Instruction through the Civil Defense Adult Education Program is conducting a series of instructor training courses.

Objectives of the course in Civil Defense for adults, Maddrey explained, are to: "(1) Motivate the individual to action by making clear the need for civil defense and survival training. (2) Impart a general but basic understanding of the organized civil defense program on the national, regional, State and local levels. (3) Acquaint the individual with the nature of modern weapons of war, particularly nuclear weapons, and their effects on civilian populations. (4) Teach community and individual protective measures against these weapons. (5) Show the relationship between protective measures to be taken against nuclear warfare, and measures to take against other disasters, particularly the natural disasters most likely to occur in the local area. (6) Provide experience in planning for individual, family, and community survival, and to motivate further learning and action. And, (7) create the nucleus of an informed leadership on all levels."

Further information may be obtained locally or from the Coordinator of Civil Defense Adult Education, Department of Public Instruction, Raleigh.

State School Facts

November, 1963

Population of State 25 Years Old and Over Has Completed a Median of 8.9 Years of School

North Carolina's population 25 years old and over has a median of 8.9 years of schooling, according to the 1960 census.

The urban population of this age-group completed two years more schooling than those from rural areas—10.4 median years for the urban population as compared with 8.3 years for rural.

The following table shows the median school years completed by persons 25 years old and over (1960) by various categories: urban and rural, white and non-white, and men and women:

	Total	Urban	Rural
State	8.9	10.4	8.3
White	9.8	11.5	8.8
Non-white	7.0	7.6	6.5
Men	8.5	10.0	7.8
White	9.2	11.1	8.4
Non-white	6.1	7.0	5.5
Women	9.5	10.7	8.7
White	10.3	11.8	9.3
Non-white	7.5	8.0	7.2

According to these categories, the highest median years of schooling completed was by urban white women—11.8 years. Lowest schooling record was made by rural non-white men—5.5 years. The difference in schooling completed by these two groups in the 25 years and over age-group was 6.3 years.

Other differences in the various categories are indicated.

The figures presented in this table indicate improvement in all categories. For example, the percent (a better measurement for comparisons) of persons with no education decreased 5.9 in 1940 to 3.1 in 1960. The percent of those having completed only an elementary education decreased from 61.2 to 47.7. On the other hand, the percent of this age-group who completed a high school education increased from 23.4 in 1940 to 35.9 in 1960. Likewise, the percent completing four or more years of college increased from 4.1 to 6.3 during this twenty-year period.

Although on different levels, a similar improvement is noted when these figures are divided into white

and nonwhite groups. Other differences may be observed.

Table II

Table II gives for the counties (geographical areas) the total population, the population 25 years old and over (total, men and women), the percent this total 25 years old and over population is of the total population and the median school years completed (men, women and total), according to the 1960 census.

As this table shows, the population 25 years and over for the State as a whole is slightly more (50.6%) than half of the total population. The figures in numbers are: Total —4,556,155; less than 25 years old —2,248,984; 25 years and over, 2,307,171.

In terms of population 25 years and over, the counties ranged from a high of 57.7 percent in Buncombe to a low of 34.8 in Onslow. This means that the population of Buncombe County is comparatively older than the population of other counties, and that Onslow County has the youngest population in the State.

Using this percentage as a guide, it is determined that the following counties have the oldest population: Buncombe 57.7; Henderson 57.0; Dare 56.5; Rowan 56.1; Alleghany 55.9; Polk 55.8; and Currituck 55.7.

Youngest population, on the other hand, is found in the following counties: Onslow 34.8; Cumberland 40.9; Hoke 42.7; Robeson 42.9; and Greene 43.1.

I. YEARS OF SCHOOL COMPLETED BY PERSONS 25 YEARS OLD AND OVER FOR THE STATE

	TOTAL STATE				WHITE				NONWHITE			
	1940	1950	1960		1940	1950	1960		1940	1950	1960	
Total Persons 25 Years Old and Over	*1,649,820	*2,020,140	2,307,171		1,229,877	1,543,805	1,810,782		419,943	476,385	496,389	
None Completed	95,414	74,125	70,827		47,731	38,570	38,684		47,683	35,555	32,143	
Elementary School	991,877	1,132,370	1,099,825		681,159	786,685	780,792		310,718	345,685	319,033	
1 to 4 Years	337,639	351,210	309,226		184,594	199,985	182,823		153,045	151,225	126,403	
Less Than 5 Years	433,053	425,935	380,053		232,325	238,555	221,507		200,728	186,780	158,546	
5 and 6 Years	309,347	333,125	317,379		214,258	231,060	223,845		95,089	102,065	90,534	
7 Years	269,205	265,860	258,154		219,823	207,690	200,761		49,382	58,170	57,393	
8 Years	75,686	182,175	215,066		62,484	147,950	170,363		13,202	34,225	44,703	
High School	379,264	557,815	828,496		340,645	494,280	712,901		38,619	63,535	115,596	
1 to 3 Years	226,448	366,795	392,302		198,559	319,270	320,036		27,889	47,525	72,266	
4 Years	152,816	191,020	208,194		142,086	175,010	175,010		13,192	21,915	29,618	
College	155,900	222,130	308,023		142,708	200,215	278,405		13,192	21,915	29,618	
1 to 3 Years	88,864	120,460	163,131		82,097	110,980	150,948		9,480	12,188	12,188	

Persons 20 years of age and over for three census years—1940, 1950 and 1960. This table also includes this information for the white and non-white population of this age-group, together with the median school years completed for each year for these divisions.

* Includes persons not reporting on years of school completed.

II. POPULATION AND EDUCATION, BY COUNTIES, 1960

(U. S. Census of Population, 1960, U. S. Department of Commerce)

County	Total Population 1960	Population 25 Years Old and Over			Percent of Total	Median School Years Completed			Total Population 1960	Population 25 Years Old and Over			Percent of Total	Median School Years Completed		
		Men	Women	Total		Men	Women	Total		Men	Women	Total				
Alamance	85,674	21,838	23,940	45,778	53.4	9.3	9.9	9.6	62,936	15,093	16,613	31,706	50.4	7.2	8.1	7.7
Alexander	15,625	4,193	4,597	8,037	51.4	7.6	8.0	7.8	11,005	2,437	2,598	5,035	45.8	7.6	8.8	8.2
Alleghany	7,734	2,092	2,230	4,322	55.9	7.7	8.0	7.9	6,513	6,513	6,586	13,399	50.4	8.9	10.4	9.7
Anson	24,962	5,591	6,482	12,073	48.4	7.7	8.3	8.0	25,276	12,380	14,448	26,828	48.5	7.8	9.2	8.6
Ash	13,768	5,093	5,358	10,451	52.9	7.4	7.9	7.7	28,814	7,181	7,809	14,990	52.0	8.0	8.6	8.3
Avery	12,009	3,018	3,041	6,059	50.5	7.8	8.2	8.0	14,935	4,012	4,061	8,063	54.0	7.7	8.1	7.9
Beaufort	36,014	8,636	9,872	18,508	51.4	7.6	8.6	8.1	17,217	4,242	4,546	8,788	51.0	7.4	7.9	7.7
Bertie	22,350	5,385	5,959	11,344	46.6	6.8	8.5	7.7	27,139	5,992	6,542	12,534	46.2	7.3	8.3	7.8
Bladen	28,881	6,390	6,701	13,091	45.3	7.5	8.4	8.0	26,742	6,762	7,313	14,075	52.6	7.8	8.5	8.1
Brunswick	20,278	4,358	5,015	9,873	48.7	7.1	8.0	7.6	67,111	67,118	76,512	143,630	52.8	11.4	11.8	11.6
Buncombe	130,074	35,165	39,925	75,090	57.7	9.7	11.0	10.4	13,906	3,572	3,811	7,383	53.1	7.7	8.2	7.9
Burke	52,071	13,425	16,163	28,578	54.2	7.9	8.6	8.3	18,408	4,406	4,381	9,387	51.0	7.9	8.7	8.3
Cabarrus	68,137	17,368	19,850	37,218	54.6	8.3	8.9	8.6	36,733	8,882	10,071	18,963	51.6	8.4	10.0	9.0
Caldwell	49,582	11,850	12,524	24,374	49.2	7.8	8.6	8.1	61,002	14,103	15,428	29,531	48.4	7.3	8.6	8.0
Camden	5,598	1,362	1,469	2,831	50.6	7.3	8.4	7.9	71,742	17,706	17,946	38,804	54.1	9.7	10.6	10.2
Carters	30,940	8,113	7,605	15,718	50.8	9.4	10.3	9.9	26,811	5,946	6,533	12,479	46.5	6.3	7.8	7.2
Caswell	19,912	4,504	4,627	9,131	45.9	6.8	8.1	7.5	42,706	15,675	13,067	28,742	34.8	11.2	12.0	11.6
Catawba	73,191	17,990	19,881	37,871	51.7	8.9	9.8	9.3	42,970	9,834	10,050	19,884	46.5	10.5	11.6	11.1
Chatham	26,785	6,799	7,187	13,986	52.2	8.0	9.4	8.7	2,324	2,824	2,535	4,859	49.3	8.0	9.3	8.6
Cherokee	16,335	4,138	4,457	8,595	52.6	7.5	8.3	7.8	25,630	6,169	6,369	13,088	50.9	8.4	9.5	8.9
Chowan	11,729	2,754	3,087	5,841	49.8	7.6	8.6	8.0	18,508	4,372	4,602	8,974	48.5	7.6	8.8	8.1
Clay	5,526	1,416	1,528	2,944	53.3	7.6	8.0	7.8	9,178	2,356	2,421	4,777	52.0	7.4	9.1	8.0
Cleveland	66,048	15,752	17,972	33,724	51.1	8.2	8.9	8.6	26,394	6,258	6,724	12,982	49.2	7.6	8.6	8.1
Columbus	48,973	11,133	11,752	22,885	46.8	7.5	8.6	8.0	69,942	15,056	17,354	32,410	46.3	8.4	9.7	8.9
Craven	58,773	13,088	13,818	26,906	45.8	9.4	10.3	9.9	11,395	2,933	3,431	6,364	55.8	8.6	9.7	9.0
Cumberland	148,418	30,844	29,919	60,763	40.9	11.0	10.8	10.9	61,497	16,056	16,338	32,994	53.7	8.9	8.6	8.6
Currituck	6,601	1,838	1,842	3,680	55.7	8.0	8.9	8.4	39,202	9,370	10,641	20,011	51.0	8.1	8.7	8.4
Dare	5,935	1,738	1,713	3,451	56.5	8.5	9.4	8.9	89,102	17,891	20,315	38,206	42.9	7.4	8.3	7.9
Davidson	79,438	20,058	21,466	41,524	52.2	8.2	9.0	8.6	69,629	17,738	19,598	37,336	53.6	7.7	8.5	8.0
Davidson	16,728	4,456	4,663	9,119	54.5	7.8	8.7	8.3	82,817	22,249	24,183	46,432	56.1	8.8	9.7	9.2
Duplin	40,288	9,428	10,131	19,559	48.5	7.5	8.8	8.1	45,091	11,553	12,928	24,481	54.3	8.1	8.6	8.4
Durham	111,995	27,449	32,057	59,506	53.1	9.3	10.2	9.8	48,013	11,317	12,123	23,440	48.8	7.5	8.8	8.4
Edgecombe	54,226	11,926	13,553	25,479	47.0	7.2	8.4	7.8	25,183	5,297	6,250	11,547	45.9	7.3	7.9	7.6
Forsyth	189,428	47,057	54,034	101,091	53.4	10.0	10.5	10.3	40,873	10,565	11,601	22,166	54.2	8.5	8.9	8.7
Franklin	78,755	16,769	17,397	34,166	49.3	7.1	8.5	7.8	22,314	5,732	5,933	11,665	52.3	7.5	8.1	7.8
Gaston	127,074	31,182	34,755	65,937	51.9	8.0	8.4	8.2	48,205	12,218	13,487	25,705	53.3	7.8	8.4	8.0
Gates	9,254	2,230	2,505	4,735	51.2	7.2	8.6	7.8	8,387	2,067	2,201	4,268	50.9	7.8	8.2	8.0
Graham	6,482	1,573	1,566	3,139	48.8	6.8	7.5	7.2	16,372	4,085	4,157	8,242	50.3	8.8	10.1	9.4
Granville	33,110	7,987	9,009	16,996	51.3	7.4	8.7	8.0	4,520	1,119	1,191	2,310	51.1	7.1	8.8	7.8
Greene	16,741	3,591	3,711	7,302	43.1	7.0	8.3	7.7	44,670	10,768	11,370	22,138	49.6	8.8	9.4	8.8
Guilford	246,520	61,566	68,465	130,031	52.7	9.8	10.8	10.4	32,002	7,489	8,538	16,127	50.4	7.5	8.5	8.1
Halifax	58,956	13,201	14,472	27,673	46.9	6.8	7.9	7.4	169,082	42,438	46,252	88,690	52.5	10.7	12.0	11.4
Harnett	48,236	11,356	12,254	23,610	49.0	7.6	8.1	7.4	19,652	4,409	4,920	9,229	47.0	6.9	8.4	7.6
Haywood	39,711	10,371	11,089	21,460	54.0	8.6	9.6	9.0	13,488	3,135	3,258	6,393	47.4	7.7	8.7	8.2
Henderson	36,163	9,857	10,787	20,644	57.0	8.9	10.4	9.7	32,041	7,529	8,420	15,846	49.0	8.0	8.8	8.4
Hertford	22,718	5,632	5,632	11,264	47.3	7.1	9.3	8.0	45,269	10,962	11,926	22,888	50.6	7.4	7.9	7.7
Hoke	16,356	3,342	3,650	6,992	42.7	7.4	8.2	7.8	57,116	13,368	14,966	28,334	49.1	7.5	8.7	8.1
Hyde	5,765	1,465	1,609	3,074	53.8	7.5	8.4	7.9	22,804	5,959	6,322	12,281	53.9	7.6	8.4	7.9
Iredell	62,526	16,034	17,691	33,625	53.3	8.4	9.3	8.8	14,008	3,548	3,742	7,290	52.0	7.7	7.9	7.9
Jackson	17,780	4,472	4,554	9,026	50.8	7.8	8.4	8.1	4,556,155	1,100,619	1,206,552	2,307,171	50.6	8.5	9.5	8.9

Sixth Junior Science and Humanities Symposium Offers Opportunities for Student Researchers

The sixth North Carolina Junior Science and Humanities Symposium will be held on the campus of North Carolina State of the University of North Carolina at Raleigh, April 16-18, 1964. The North Carolina Academy of Science and the U. S. Army Research Office, Durham, are again joining the sponsorship of this Program. The State Department of Public Instruction is providing programming assistance.

The program will provide an opportunity for selected outstanding sophomore and junior students and their science teachers to witness "Research in Progress . . . Science and Engineering in the Making". The Symposium will include addresses by nationally famous scientists, engineers and humanists, presentations of student papers, visits to industrial laboratories and other research facilities, and frequent opportunities for students, individ-

Traffic Safety Magazine Features Bus Article

A discussion of school bus transportation principles by E. N. Farnell, the principal of Fuquay Springs High School, at a recent safety workshop was featured on the front page of the news magazine "Traffic Safety Messenger," issue for September-October 1963. This magazine is published by the North Carolina Traffic Safety Council, Inc., Raleigh.

Farnell is quoted, in part: "Routing buses—The principal should be so aware of the highway network in his school district and the location of his students that he can develop a system of routes that will be economical, efficient, and serviceable. This cannot be accomplished with a pencil and a map in the office." Other points he covers briefly are school bus transportation laws, selecting and training drivers and monitors, creating safety consciousness in drivers and passengers, and creating safe conditions in loading, unloading, and parking buses.

ually or in small groups, to talk with leading professional scientists.

An opportunity is being provided for students from each high school in the State to submit papers on their research efforts. A committee from the North Carolina Academy of Science will choose those papers which are judged to be most noteworthy and suitable for presentation. This committee will also extend invitations to representative schools to send students and teachers; participation will be voluntary. Approximately 200 attendants will be chosen, and they will be selected on the basis of their individual merits.

This symposium will be conducted as part of an approved Department of the Army program administered by the Army Research Office, Durham, on a nation-wide basis. The Program Director is Richard F. McGee, JSHS Office, Box CM, Duke Station, Durham, North Carolina.

Semifinalists in Merit Scholarships Are Named

Two hundred and thirty-six seniors in high schools of North Carolina were named semi-finalists in the National Merit Scholarship examinations as the result of tests they took last March. About 13,000 semifinalists were selected, representing every state and territory, the National Merit Scholarship Corporation, Evanston, Illinois, announced September 25. Names of semifinalists are in a catalog sent to all participating institutions, and the students were notified individually. The qualifying tests were given in more than 16,500 high schools of the country.

Final competition involves other tests, recommendation by the competitor's school, and evaluation of high school grades, creative accomplishment, leadership qualities, citizenship, and extracurricular activities. Winners are to be announced in April 1964. Last spring

Environment for Learning Is School Planning Topic

"Environment for Learning" is the topic for the 1963 School Planning Conference sponsored jointly by the Division of Superintendents of the North Carolina Education Association, the North Carolina Chapter of the American Institute of Architects, Professional Engineers of North Carolina, the Department of Public Instruction, and the School of Design at N. C. State of the University of North Carolina at Raleigh.

The conference will be held November 7 through 9 at Raleigh. Subjects listed in the announcement are acoustics, aesthetics, heating, cooling, ventilating, landscaping, lighting, safety, sanitation, structure, and man's response to environment. Among the speakers designated at the time of the announcement in early September were architect W. W. Caudill of Houston, Texas; engineer Fred S. Dubin of Hartford, Connecticut; school planning official Charles D. Gibson of California; and acoustics consultant Robert B. Newman of Cambridge, Massachusetts.

about 1,500 Merit Scholarships were awarded, each tailored to fit the financial need of the winners, ranging from \$100 per year to \$6,000 for four years of college. The semifinalists who do not win a Merit Scholarship are helped to obtain aid from other sources, and the list of semifinalists is used by colleges as a reference list of outstanding students.

The Merit Scholarship program was established in 1955 with grants from the Ford Foundation and the Carnegie Corporation of New York. Numerous supporters have joined in, as listed in front pages of the catalog of semifinalists, including manufacturers, labor unions, financial institutions, and others. Nearly 7,500 Merit Scholars have been appointed through 1963, including about 4,000 now attending colleges of their choice.

Merit Study Will Have Three Local Directors

The State Board of Education, meeting September 5, authorized that funds currently allotted for the employment of a Director and Assistant Director for the Merit Rating Study shall be used to employ a local unit director in each of the three public school administrative units participating in the study. These units are Gastonia city schools, Martin County schools, and Rowan County schools.

The former Director, Dr. Brank Proffitt, resigned to become superintendent of Burlington city schools, effective July 1, 1963. He was the first State Director of the merit study, coming directly from the position of associate professor of education at Western Carolina College where he served from 1957 into 1961. From 1951 to 1956 he was superintendent of Tryon city schools.

Aerospace Reading, Career Information, are Listed

Release of a new bibliography, "Aerospace Periodicals for Teachers and Pupils," Circular OE-29010-63A (556B), revised 1963, eight pages, was announced July 5 by Richard M. Harbeck, specialist for Aerospace Education, Department of Health, Education, and Welfare, Washington 25, D. C.

Other bibliographies on air and space vehicles and travel, and on related education, scholarships, and career information in these fields, are available from Specialist Harbeck's office, free to teachers in orders for "single copies." The sources are classified by fields and by maturity of readers from age 10 to adult.

The bibliographies were prepared by teachers with the assistance of scientific and commercial authorities under auspices of the U. S. Office of Education. The set of aerospace bibliographies refers to supplementary books and periodicals suitable for "current events topics for English, science, social studies, mathematics" and Spanish classes for library and classroom uses, Harbeck said.

Preparation for Teachers of Mentally Retarded Is Offered on Scholarship, Fellowship Grants

The University of North Carolina at Chapel Hill invites holders of North Carolina "A" certificates or advanced certificates to apply for scholarship grants to prepare for teaching mentally retarded pupils. Acceptance by the Graduate School of the University is required of applicants.

Five educators preparing for careers as teachers or administrators in the education of mentally retarded pupils are enrolled for the 1963-64 academic year on State scholarship grants of \$2,000, said Dr. Arnold Perry, Dean of the School of Education. One other graduate student is enrolled under a federal fellowship for supervisors of school programs for mentally retarded.

The North Carolina General Assembly in 1963 provided for grants

of \$2,000 per academic year to help alleviate a shortage of teachers, supervisors, and administrators to operate public school programs for retarded pupils. The five persons attending at Chapel Hill under the scholarship grants are Miss Amelia Wilkie of Forest City; Mrs. Carolyn Reilly of Chapel Hill; Mrs. Ruth Montfort of Durham; Miss Sylvia Pretlow of Rocky Mount, and Mrs. Lanelle Wise of Chapel Hill. Others are to enroll at the start of next spring semester, according to Dean Perry.

Recipients of State grants in the program are asked for a commitment to teach mentally retarded in North Carolina. Inquiries may be addressed to Dr. Hardwick W. Harshman, Director of Special Education, School of Education, University of North Carolina at Chapel Hill.

U. S. Commissioner Keppel Says . . .

Brainpower is more important than manpower.

Today's education must be measured in terms of standards imposed by tomorrow's changing—and challenging—world.

Only by keeping the general public informed about our educational problems and goals can we expect our present generation to understand and support the quality of education needed by those who will inherit and shape tomorrow's world.

The basic question in education is not whether our schools are better than those of the past—they are—but whether they are good enough for the future.

The classroom is—and will continue to be—the place where the battle for educational improvements is won or lost; and the teacher is

the key figure in what happens there.

If our Nation is to flourish, education must provide maximum opportunity for every individual to develop to the fullest his own capabilities and talents.

Knowledge is changing so rapidly that the student must do more than *acquire* an enormous storehouse of information and an elaborate set of fixed beliefs which may be replaced with new ones before he is ready for a career. He must *inquire* into the validity and usefulness of what he learns as he applies it to a world of change.

Our national progress and security depend upon our intellectual capacity to provide the trained men and women, the ideas, the knowledge about the culture and history of other nations needed to deal with international relations.

Tax Rate Increases Credited Partly to Schools

Eighteen counties in North Carolina report that school appropriations were the sole cause of tax rate increases in 1963, and 12 counties report that school funds were a major cause.

Fifty-five counties had over-all tax increases, the North Carolina Association of County Commissioners announced in its "Monthly Newsletter" dated October 1963.

Of these 55 counties, 37 increased rates, 15 had a revaluation resulting in higher taxes, and three increased the assessment ratio to increase taxes. The Newsletter said the "increased taxes this year are part of an apparent well-established biennial pattern." From 1952 through 1958, "an average of 30 counties increased taxes each year, with an average of nine undergoing revaluation.

Debate Topic Materials Issued by Medical Society

High school debate coaches and librarians helping students with the discussion and debating question of federal provisions of medical care may obtain copies of a 144-page published symposium from many sources through the Medical Society of the State of North Carolina, Raleigh. The society has mailed copies for examination and has a limited supply of extra copies on hand.

Included are testimonies before committees of the United States Congress, articles from nationally syndicated newspaper columns, from general and church newspapers, and speeches by members of Congress and persons known nationally in businesses and professions. Bibliographies and footnote references to sources of data are provided in some articles.

The material was gathered with permission of original speakers, authors, and publishers, by the American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois, and is copyrighted 1963. It is a paperback edition, titled "Federalized Health Care for the Aged?—A Critical Symposium."

"A look at total tax rates shows that eight counties have a rate of \$2 or more (per hundred dollars of assessed property valuation), the same as last year. Twelve counties reported rates of less than \$1, one more than last year. It must be remembered that high assessment ratios in the low-rate counties generally keep tax burdens comparable to other counties. Of the remaining 80 counties, half report rates between \$1 and \$1.49, and half report rates of between \$1.50 and \$1.99.

"In North Carolina, residential property makes up 45 per cent of the total tax base, agriculture another 13 per cent, and other property 2 per cent. Commercial and industrial property makes up around 40 per cent of the tax base. . . . Real estate was assessed at a figure of few percentage points higher than the national average, and as revaluation programs take place using high assessment ratios, assessed valuations will soon be substantially above the national average."

Teacher Education in India Is Observed by Dean Howe

Dr. Kenneth E. Howe, dean of the school of education at the University of North Carolina at Greensboro (formerly Woman's College of the University of North Carolina) is one of a team of 15 college presidents and deans from teacher educating institutions on a tour of India during November to study teacher preparation and higher education there.

The trip is sponsored by the Committee on International Relations of the American Association of Colleges for Teacher Education, with financial support from the United States Department of State. A purpose of the project is to promote international understanding through teacher education. The visitors will have opportunity to observe the educational processes in a culture differing widely from that of the United States.

Western Counties Develop ARA Program for Dropouts

A pilot project for career training of school dropouts aged 16-22 is in development for the counties of Lincoln, Avery, Mitchell, and Yancey. This project will prepare the way for development of similar programs to serve other areas of the State. The dropout training is part of the State-wide occupational training provided under the national Area Redevelopment Act. It is backed by a \$140,000 federal allotment.

Navy Offers College Aid To Graduating Senior Boys

High school senior boys who will graduate in the 1963-64 school year are invited by the U. S. Secretary of the Navy to apply for Naval Reserve Officer Training Corps programs in one of 52 colleges throughout the nation.

About 2,000 applicants will be chosen nationally by competitive examinations. To qualify, applicants must be United States citizens, at least 17 years old but less than 21 years old by June 30, 1964, unmarried, physically fit, and possessor of a high school certificate or equivalent. The applicable laws also provide for older persons who have had active duty in the armed services, other than training duty, providing the course can be completed by the twenty-fifth birthday.

Information may be obtained from the nearest Navy recruiting office, or from the Chief of Naval Personnel, Department of the Navy, Washington 25, D. C. A forty-page booklet is available to school personnel and applicants from this address. Career information for girls may be obtained from the same address.

The Navy program for male students pays tuition, fees, and textbooks for four years of successful college study in a wide choice of major fields, plus uniforms and fifty dollars per month, leaving up to \$500 per year to be paid by the student from other sources according to expenses at the college of his choice. Application deadline is November 22, 1963.

Haywood Approves Bond Issue and Merger

Haywood County voters approved a school bond issue of \$2.4 million to finance a county-wide school consolidation program, in an election September 29. The margin was 4,173 for and 3,264 against, in a total county-wide registration of about 25,000 voters. The election also calls for a school tax increase of 45 cents per hundred dollars of assessed property valuation.

The four high schools in the Haywood County school administrative unit are to be consolidated into two, to be called East Haywood and West Haywood high schools. One of the new consolidated high schools is to be located at Lake Junaluska, and the other is to be south of Can-

ton. Improvements to elementary school plants will be financed from the bond issue. A new elementary school plant costing about \$500,000 will be built to accommodate 400 students at North Canton where pupils now attend classes in a building once condemned. Planning and construction are expected to require about two years.

The two school administrative units in the county, Canton city unit and Haywood County unit, are to merge after the voters elect a 9-member county-wide school board to take office nearly two years from now, on July 1, 1965. Until that time, the two school boards will act jointly in the planning and construction programs.

Dropout Problems Require Attack in Lower Grades

Long-term programs to prevent school dropouts were endorsed by Dr. William C. Kvaraceus of Tufts University, Medford, Massachusetts at Charlotte on October 4. He spoke to some 200 persons attending the North Carolina Mental Health Association, Central Region, leadership conference.

Dr. Kvaraceus is director of youth studies at the Lincoln-Filene Center on Citizenship and Public Affairs at Tufts University. In reviewing the national situation, he said, "The public is being promised too much from money spent on programs that are too late . . . What we need are long-range programs dealing with dropouts."

Dr. Kvaraceus cited discrepancies in providing counselors to help keep young people in high school when the dropout pattern starts many years before. He spoke of origins of dropouts including elementary classes with too many pupils for effective learning, and unsatisfactory home conditions which he said need attention from social agencies in the community.

He called for stronger attacks on the sources of dropouts and delinquency, to include better education during the early years of school.

Ways for Parents to Help With Homework are Noted

A helpful guide to parents on length of home study periods for children of different maturity levels is suggested by Dr. Jack R. Melton, professor of education at Appalachian State Teachers College. He proposes an average of 90 to 120 minutes of essentially unbroken time for high school students in grades 10 through 12; 60 to 90 minutes in grades 7 through 9; 45 minutes in grades 4 through 6; and 15 to 30 minutes in grades 1 through 3.

Dr. Melton answers the parents' question of "how much help should we give" by explaining that unfamiliar skills are introduced in class, and that the main purpose of most homework is to reinforce and extend those skills.

"Many assignments call for use of familiar skills in new contexts to provide experience in reasoning," Dr. Melton explains. "The parents' chief role is to arrange a quiet, comfortable place for the child to work, to help him schedule time for his homework, and to see that the assignment is completed." Children may benefit when parents listen to them read aloud, try their spelling assignments, and practice other oral work, he points out.

Nineteen Administrators Finish UNC 2-year Program

The School of Education, University of North Carolina at Chapel Hill, announced on October 12 the names of nineteen persons who completed its two-year graduate program in school administration August 30. This program is designed to satisfy the academic requirements for advanced principal's certificate and requirements that will be effective on July 1, 1966, for superintendent's certificate, issued by the State of North Carolina.

Persons completing the program at UNC in August, as announced by Dr. Arnold Perry, Dean of the School of Education, are: G. A. Bradshaw, High Point; T. J. Brown, Roxboro; W. H. Brown, Cherryville; B. F. Currin, Thomasville; Walter R. Dudley, Pittsboro; Z. E. Eargle, Durham; A. R. Gainey, Beaufort; Rossie B. Gordon, Rocky Mount; W. W. Hartsell, Concord; Y. W. Howard, Fayetteville; J. E. Huneycutt, Rockingham City Schools; M. G. Isley, Charlotte; J. J. Lentz, Sanford; R. C. Lewis, Whiteville; C. O. McLamb, Walkertown, Winston-Salem/Forsyth schools; Carl Alexander Mills, Jr., Cary; E. S. Simpson, Smithfield; Richard Eugene Swaringen, Concord; and Thomas H. Whitley, Yanceyville.

State Has Fallout Shelters For Fifth of Inhabitants

North Carolina has public fallout shelter space for nearly one out of five citizens, if all the spaces can be properly stocked and prepared. This information is expanded in the Civil Defense National Shelter Survey, with data gathered to February 15, 1963. The State Director of Civil Defense, Major General Edward F. Griffin, Army of the United States (Retired), says some of the spaces may not be available "because owners of some buildings have not agreed to their use as public shelters."

The Director is concerned that four of every five school children and other residents lack a refuge from atomic fallout.

Rehabilitation Record Set By North Carolina Agencies

A new record of 6,163 persons disabled physically or mentally were helped to resume productive and self-managed lives by the Division of Vocational Rehabilitation, North Carolina Department of Public Instruction, in the fiscal year ending June 30, 1963. The North Carolina Commission for the Blind led all agencies in the nation in rehabilitating 528 to employment.

Commendation to the rehabilitation agencies of North Carolina was forwarded in a letter from Mary E. Switzer, U. S. Commissioner of Vocational Rehabilitation, Department of Health, Education, and Welfare, in August, to Governor Terry Sanford.

Commissioner Switzer wrote, in part: "The combined total of 6,691 rehabilitations ranks North Carolina third among the states, behind only Pennsylvania and New York, both of which have vastly larger populations. I extend my heartiest congratulations to you and the people of North Carolina on the effective work done by your rehabilitation officials, Col. Charles H. Warren of the Division of Vocational Rehabilitation, and Mr. H. A. Wood of the Commission for the Blind. Your support and that of the legislature have made these results possible."

Minnesota Will Require 5 Years for Certificate

Five years of college preparation are required for a regular teacher's certificate, effective in September 1965, under a new regulation of the Minnesota State Board of Education. Persons already holding a regular teacher's certificate with less than the five-year approved program of preparation are excluded under a grandfather clause.

After the effective date, new teachers with an approved bachelor's degree but less than the five-year required preparation may apply for a provisional teaching certificate good for two years, and renewable one time for five more years.

Lunchroom Advantages Seen For Milk Carton Servings

Advantages for school lunchroom service of milk in half-pint cartons were appraised by the State Supervisor of School Lunch Service on August 27, in answer to inquiries about relative merits of serving liquid milk into cups from a refrigerated dispenser.

Use of dispensers was said to have disadvantages in expense, labor, time, and record keeping as follows, for school lunch service:

Expense of dispenser and of a walk-in refrigerator for holding cans of milk; labor for cleaning and placing cans in dispenser (most employees are women); extra employee for operating dispenser; labor for cleaning spillage at dispenser and spillage in the dining area resulting from children carrying open cups to tables; cost of 10-ounce paper cups and storage room for cups; safety hazards in handling cans and in spillage; time required in lunch lines for dispensing milk; control of quantity served to each child, and prevention of short serving; preservation of chill and flavor of milk removed from original container.

Record keeping, including conversion of bulk milk amounts to half-pint serving data.

This analysis applied only to school lunchroom requirements.

Better Music Appreciation Is Purpose of New Booklet

Reaching high school students who do not take a course in performing music, and to foster their appreciation and understanding of all types of music is the aim of a new 64-page bulletin, "Consumer Music for High Schools," Publication Number 367 of the State Department of Public Instruction, issued in October. Music teachers, librarians, and others concerned with informal enjoyment of and appreciation for music may order copies from the Publications Section of the Department, Raleigh.

The booklet was prepared by the music staff in the Division of In-

Licensed Business Colleges And Trade Schools Listed

A list of North Carolina's 46 business colleges and five trade schools licensed by the State to operate in 1963-64 was forwarded to superintendents, high school principals, and guidance counselors on September 5.

Copies of this list and specific information on many out-of-State business and trade schools and correspondence schools, are available by writing or telephoning Gilmore W. Johnson, State Department of Public Instruction, Raleigh. Out-of-State institutions are not required to obtain a permit or license to solicit students from North Carolina by mail, advertising, by visits of personal representatives, or otherwise.

Information on licensed business college curriculums' admission requirements, enrollment dates, and estimated costs, as submitted by the colleges, is provided in the 63-page booklet, "Opportunities in North Carolina Business Colleges," Publication Number 344, issued by the State Superintendent of Public Instruction, November 1, 1961. This publication is free to school personnel and may be obtained from the Director of Publications, State Department of Public Instruction, Raleigh. It should help students to choose institutions from which they may request detailed information.

structional Services: Arnold Hoffmann, supervisor; Ruth Jewell, Melvin Good, Bobbie Pritchard, and Preston Hancock. It incorporates numerous suggestions from teachers and others.

Main sections of the publication are: Folk Music; Jazz; Science of Sound in Music; The Dance; Music in Worship; Growth of Romanticism from Classicism; Rise of Modernism from Traditionalism; and Socialized Study and Recitation Procedures; and a 10-page bibliography of books, sheet music, and recordings, covers all the topics.

Suggested procedures for organized instruction are included, for classes suitable for enrollment of all students sometime during the four years of high school.

The Attorney General Rules...

Ineligibility to Serve on Board of Education

In reply to your recent inquiry: You state that you have an inquiry as to whether any of the men or women nominated for a county board of education is ineligible to serve or whether any is in violation of law if he or she were engaged in any business that dealt with the county board of education at a profit. You give as examples a firm to which the nominee belonged selling material to the county board, or if he was an agent or a member of any company engaged in the sale of fire insurance, and if prior to his taking the oath of office as a member of the county board of education his firm should sell fire insurance on school buildings or other school property to the county board of education or to the board of county commissioners.

G.S. 14-234 is as follows:

"Sec. 14-234. *Director of public trust contracting for his own benefit.*—If any person, appointed or elected a commissioner or director to discharge any trust wherein the State or any county, city or town may be in any manner interested, shall become an undertaker, or make any contract for his own benefit, under such authority, or be in any manner concerned or interested in making such contract, or in the profits thereof, either privately or openly, singly or jointly with another, he shall be guilty of a misdemeanor. Provided, that this section shall not apply to public officials transacting business with banks or banking institutions in regular course of business: Provided further, that such undertaking or contracting shall be authorized by said governing board."

You will note that this statute says that if such person "may be in any manner interested", and it also says "be in any manner concerned or interested in making such contract, or in the profits thereof, either privately or openly, singly or jointly."

While it may be, for example, that in an insurance contract the person would make the contract with the school board and put it into effect prior to his taking the oath of office as a member of the board, yet as soon as he becomes a member of the board he reaches a status which would bring him within the provisions of the above quoted section. For example, if there should be a fire and some of the school properties should be burned, this member of the board, acting also as agent for the insurance company in the process of adjustment and settlement, or, in the case of litigation with the insurance company, would find himself in a position of conflicting interests, then there would be a possible violation of this statute.

There is also another statute (G.S. 14-236) which makes it a

misdemeanor for a member of a board of education to have any pecuniary interest, either directly or indirectly, proximately or remotely, in supplying anything whatsoever for schools, and also under another statute (G. S. 14-237) the members of a board of education who buy things for schools in which any member has a pecuniary interest are guilty of a misdemeanor and may be removed from office.

I would not advise, therefore, that any person interested in any contracts for the furnishing of supplies, materials or fire insurance should serve as a member of a county or city board of education. This creates conflicts of interest and would expose such person to indictment and is not a policy that should be followed at all. Attorney General, March 22, 1963.

Use of Supplementary Tax Funds to Employ Extra Teacher, Supplement Salaries of Principals and Pay Salary of Coach or Physical Education Teacher.

In reply to your recent inquiry:

Dr. Carroll send me your questions which are as follows:

"(1) In an effort to up-grade the program in the _____Elementary School, is it legal to use this special tax money to employ an extra teacher to be used as librarian or to relieve the principal of the part time classroom teaching duties?

"(2) Is it legal to use the tax funds to supplement the salaries of classified principals in the _____School Districts?

"(3) Is it legal to use this special tax money to pay a coach or physical education teacher during the summer months to carry on a physical fitness or physical education program for the pupils of this school district?"

I think your questions are governed by G. S. 115-116, and I quote a portion as follows:

"Elections may be called to ascertain the will of the voters as to whether there shall be levied and collected a special tax in the several administrative units, dis-

tricts, and other school areas, including districts formed from contiguous counties, to supplement the current expense funds from State and county allotments and hereby operate schools of a higher standard by supplementing any item of expenditure in the school budget. When supplementary funds are authorized by the carrying of such an election, such funds may be used to employ additional teachers, other than those allotted by the State, to teach any grades or subjects or for kindergarten instruction, to establish and maintain approved summer schools, and for making the contribution to the Teachers' and State Employees' Retirement System of North Carolina for such teachers, or for any object of expenditure:****"

I think the statutory provision quoted is broad enough to authorize the use of supplementary tax funds for all of the objects stated in your questions, and I therefore answer all of your questions in the affirmative, or, in other words, I am of the opinion you can use supplementary tax funds to employ an extra teach-

Continued on page 16

LOOKING BACK

In previous numbers of the
North Carolina Public Public Bulletin

Five Years Ago, 1958

Mrs. Annie Ray Moore, State Health Director, left the State Department of Public Instruction, November 14, to accept a position as technical adviser in public health education for the Ministries of Health and Education in India.

Dr. John Magill, consultant psychologist for the division of special education, has resigned his position with the Department of Public Instruction to accept the appointment of clinical psychologist and coordinator of mental health clinics for the State Board of Health.

Ten Years Ago, 1953

A bi-monthly publication called *Reach* was inaugurated with the July-August number, Vol. I, no. 1, by the Division of Rehabilitation of the Department of Public Instruction.

Fifteen Years Ago, 1948

Three new superintendents have been recently elected to fill out the unexpired terms of persons who resigned: Tryon—Laxton Hamrick; Warren County—W. B. Terrell; and Wadesboro—W. L. Wildermuth.

Twenty Years Ago, 1943

J. Y. Joyner, North Carolina's State Superintendent of Public Instruction from 1902 to 1919, has been nominated by State vocational workers in agricultural education as one of the five persons to be included in an "Honor Roll" of pioneers of vocational agricultural education to be published in book form.

Twenty-five Years Ago, 1938

Headlines: Restored Salaries, Retirement Compensation and 12th Grade Objectives of Teacher Group *Winston-Salem Journal*; Teachers Seek Increase in Pay, *Statesville Daily*; Expect 2000 here for Meeting, *Charlotte News*; New Report Card Is Stream-Lined, *Wilmington Star News*; Board in Wilson Will Sue for Tax, *Raleigh News and Observer*; Thousands In State Unable to Buy Books, *Wilmington Star*; Richard Little Explains Elberbe School Training Set-Up on Radio Program, *Hickory Record*.

Albemarle Optimists Work For Staying in School

The Optimist Club of Albemarle reported on its part in the State-wide work of Optimist Clubs to combat school dropout problems by individual work with students and their families at a meeting October 15. A committee of the club is dedicated to study each dropout case and to work in all directions for each boy and girl concerned, in cooperation with other community agencies, with emphasis on personal work with the student.

The club also announced its interests in school and community programs to determine the kinds of courses that will appeal to students who plan to work immediately after graduation, with emphasis on vocational preparation.

"Reading Is the Key"

The theme for the seventh annual National Library Week, April 12-18, 1964, is "Reading is the Key," as announced by the Steering Committee of the National Library Week Program, sponsored by the National Book Committee, Inc., in cooperation with the American Library Association. Three subordinate themes will be used: "Reading is the key to opportunity"; "Reading is the key to new worlds"; and "Reading is the key to understanding."

Officers of the steering committee are: chairman, Ken McCormick, vice-president and chief editor of Doubleday and Company; vice-chairman, F. H. Wagman, president of the ALA and the director of University of Michigan library; and another vice-chairman, A. E. Miller, publisher of McCall's magazine.

Continued from page 15

er to be used as a librarian or to relieve a principal of part-time classroom teaching duties; you can use such funds to supplement the salaries of classified principals in the _____ Elementary School, and you can use such funds to pay a coach or physical education teacher during the summer months to carry on a physical fitness or physical education program for the pupils of the school district. Attorney General, October 24, 1963.

MAKING TODAY'S NEWS

Wake. Wake County will put \$4 million worth of school bonds on the market next month to finance school construction over a two-year period. *News and Observer*, October 8.

Rockingham. The Rockingham County Board of Commissioners yesterday approved a \$1.25 million bond referendum to finance a community college and set November 19 for the voting. *Winston-Salem Journal*, October 8.

Charlotte - Mecklenburg. The County Commissioners today authorized a \$15.6 million school bond referendum for December 10, "or as soon as it can be worked out." *Charlotte Observer*, October 8.

Durham. The Durham County school system is offering special vocational training opportunities to select groups of students in three of its high schools—opportunities designed to give these students special preparation and experience in occupational areas of their choosing while they still are in school. *Durham Sun*, October 5.

Hyde. The Local Government Commission sold a \$500,000 Hyde school building bond issue Tuesday at a 3.9467 interest rate. *News and Observer*, October 9.

Greene. Starting next week at Greene Central High School, special courses in driver education will be offered after school hours and on Saturday in order to take care of all students who have been caught without driver education due to the recently passed bill. *Standard Laconic*, October 4.

Mt. Airy. Distributive education, one of the two new vocational courses added to the Mount Airy Senior High curriculum this fall, is already winning plaudits from business men, school officials and the students themselves. *Mt. Airy News*, October 4.

Alamance. An attempt will be made to enter Alamance County on the list of areas to participate in the North Carolina Funds "attack on the poverty cycle," it was decided yesterday. *Burlington-Times News*, October 8.



Governor Announces New School, Research Center, Carnegie Grant

Governor Terry Sanford on December 2 made three major announcements for education in the State. (1) A new experimental school, called the North Carolina Advancement School, is expected to begin operation in 1964. (2) The Carnegie Corporation has granted \$500,000 to the State Board of Education to help operate the school. (3) A research center for education in the State is being planned.

Experimental School

The Governor said, "The Advancement School expects to be able to serve directly 1,400 boys and girls each year, of all races and social backgrounds, who have above average ability but who are not realizing their potential. . . . Essentially the School is a laboratory equipped for educational testing and research, housing good teachers and scientists, ready to explore the many new possibilities for instruction and counseling which are opening up to us every year.

"It is the first such center in our country. It will have dormitory facilities for 400 people, and will probably operate four terms each year.

"We are now seeking enough money to carry on the school for a three-year test period, during which time the students will not be required to pay anything for instruction, room, or board. We have a number of requests out, and interest in and support for it are high among educators everywhere."

A location for the school has not been settled. Governor Sanford said, "The Advancement School, itself, which can serve as one laboratory for the Research Center, need not be in the same place. In Winston-Salem, which is less than a two-hour drive away, there is a large facility—six buildings on a ten-acre campus—which seems to be

available on a lease basis which will cost the State only \$1 a year. We have not found in any other city a plant nearly as well suited to the needs of this experimental school, and I hope Mayor M. C. Benton and his Board of Aldermen will let us use this campus, which until March will continue to serve as the main hospital of Forsyth County."

Carnegie Grant

The Carnegie Corporation grant of \$500,000 to help operate the Advancement School is, the Governor said, "as large a grant as Carnegie has made to any project in our country in recent years. . . . We do not yet have in hand enough money to operate this School for three years, which is our goal, but we do have reason to believe that we will get more money from outside sources, and I am sufficiently confident of that to announce at this time that the Board of Education, if it decides to do so, will be able to open the School by the winter quarter of 1964, or before. . .

"Last summer we started The Governor's School, thanks again to a grant from the Carnegie Corporation, and that school, which is for gifted children of our State, needs an evaluation program," Governor Sanford said. A grant of \$225,000 from the Carnegie Foundation was matched by pledges from Winston-Salem businessmen, industries, and foundations, to finance the Governor's School for the summers of 1963, 1964, and 1965, at the rate of \$150,000 each summer, for an eight-weeks session. Attendance on the Salem College campus is free, including board, laundry service, and room.

Research Center

The research center for education in the State is planned for the Research Triangle, in Durham

County. It is to be named the Learning Institute of North Carolina, and may be referred to by its initials, LINC, pronounced "link," the Governor commented. The center would engage in State-wide work in research to improve education. It would take advantage of the experimental activities at the Advancement School, and at the Governor's School, and in schools that operate programs under the North Carolina Fund established last summer. That fund has about \$10 million in grants from Ford, Reynolds, and Babcock foundations, and is expected to grow to \$14 million, to support efforts in selected communities, through the schools and other agencies, to brake the cycle of poverty.

The research center would be interested in school activities under that fund, including emphasis on teaching reading, writing, and mathematics in early grades to prepare pupils for better achievement later, and to minimize eventual retardations and dropping out because of insufficient ability in those subjects.

"One single, significant agency to evaluate all these programs would be more effective than three smaller ones," Governor Sanford said. "I have recommended that we take this opportunity and form a central research center which can hire the best people in our State and country to evaluate these special projects, and further to evaluate our school system, and further to undertake basic studies into the nature of learning and further to publish findings and recommendations and generally to serve as an educational research and development agency within our State.

"We all recognize that no industry with a budget of more than \$500 million, which is what North

Superintendent Carroll Says...

The Achieving Principal:

- is imaginative and creative—has ideas, the first earmark of leadership—enthusiasm—"steam". He gives tone to the school and everything within it.
- Has constantly as a goal the broadening of his perspective by study and observation.
- Knows the legal setting in which he operates.
- Seeks to understand his community in order that he might translate community objectives into educational programs and projects.
- Studies the laws of learning, the results of research, and the methods of teaching in order that he might be the Master Teacher in his school.
- Organizes his program of studies around the needs and abilities of children and the needs and competencies of teachers. Distinguishes between administration and "administrivia"—between educational leadership and school management.
- Knows how to make use of the personnel assigned to his school (particularly the use of secretaries, guidance persons, attendance counselors, and the like), so that he may devote a greater portion of his time and effort to the real business of educational leadership.
- Develops a sense of cohesiveness among his faculty and a sense of security among his students.
- Provides his teachers and students with the instructional media needed by both teachers and students.
- Protects his school from the pressures which could interrupt and disrupt learning—frees teachers to teach; frees pupils to learn.
- Projects the life of his school into the main stream of community activity. Uses resources available in the community which can be of help to the school and its program—both persons and things. There are so many in every community which the school never seeks to use effectively. Governmental and non-governmental agencies are available if the principal will but make use of them.
- Evaluates performance of teachers and pupils—makes teachers HIS RESPONSIBILITY; counsels and stimulates pupils.
- Realizes that "People, not projects, will improve education" as stated by Robert A. Watson, Assistant Superintendent of Schools, Beverly, Massachusetts.
- Has aims because he knows: "A man without an aim is like a clock without hands; As useless if it goes, as if it stands."

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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State Supt. of Public Instruction

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December, 1963

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.—Albert Einstein

For in times like these we cannot afford to do nothing.—Edgar Dale, Ohio State University

The teacher affects eternity. He never can tell where his influence stops.—Henry Adams

To educate a man means to bring him to the point where he can *think for himself*, select his own values and goals in life, and be able to define and defend what it is he stands for and why.—William Graham Cole, president, Lake Forest College

There is no place in life for the illiterate, the unskilled, or the unprepared who quit school.—Governor Sanford

The man who can make hard things easy is the educator.—Ralph Waldo Emerson

It has long been recognized that excellence in education cannot be achieved without excellent teachers.—David Nydick, UPI Education Specialist

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.—Anatole France

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.—James Russell Lossell

In our modern world listening seems to be becoming nearly as important as it once was to men who could neither read nor write. Radio and television have become a part of everyday life and we find ourselves being influenced, with a disproportionate frequency, by the spoken word. For effective learning and a satisfying life we shall need to give continual attention to the refinement of our listening skills.—Ralph G. Nichols

A Sure-Fire Approach to Learning

Evidence continues to mount supporting the contention that a great number of students learn best when they are motivated, encouraged, and taught how to work independently. Such scientific evidence is not surprising to imaginative, creative teachers, who for years have recognized and valued this sure-fire approach to learning.

Worthwhile independent effort presupposes several all-important conditions. In the first place, it presupposes that teachers and students will do sufficient cooperative planning that the class group as well as individual students will be aware of specific purposes and goals to be achieved. Without this definite awareness, there is little reason to anticipate effective results from efforts at independent activity. It must be assumed also that students will be helped to recognize long-range goals as well as day-by-day goals; otherwise, capable, energetic students may often achieve worthwhile immediate goals without recognizing their relation to more significant overall purposes.

Successful independent effort can be expected only after students, under the wise supervision of the teacher, have learned to accept responsibility for doing their best work at all times. This, it seems, is a continuous and joint responsibility of teacher and students. Excellence in education cannot be expected when students are permitted to do less than they are capable of doing. Helping students to recognize their strengths and limitations is a safe and sure approach for emphasizing individualized and independent effort.

For independent effort to result in legitimate satisfactions for students and teacher, it will forever be necessary for the teacher to assist students in developing the skills of independent effort: effective use of textbooks, productive use of library materials, appropriate use of other resource materials, efficient planning of work, purposeful outlining, useful synthesizing, exact proofreading, creative revising, and

worthwhile summarizing.

Independent effort is not a misnomer for the concept of eliciting the best work possible from each student through the willing acceptance of increasing responsibility; but its success must be predicated on the thesis that the teacher forever accepts his responsibility for motivating, encouraging, and teaching students how to make this approach to learning a habit rather than a goal to be desired but never attained.

Never The Same Again

Across the State, teachers, supervisors, and administrators are carefully formulating or revising courses of study, which now, for the first time, are mandatory for accreditation. This activity, commonplace for some faculties and altogether new for others, has numerous advantages which, it seems, should be recognized even as efforts are being made to put into writing purposes, scope and sequence, teaching techniques, suggested standards, approaches to evaluation, or whatever content seems most appropriate and feasible for each school or each school system to include in its teaching guide.

Written course outlines or teaching guides may provide a clear, cooperatively devised statement of the immediate objectives to be attained at each grade level or in each particular subject area; they may suggest desirable content in terms of scope and sequence; they may suggest possible attainment standards in terms of the most recent research; they may suggest methods of teaching which actual experience and research have shown to be of value; they may suggest desirable approaches for evaluating the success of teaching; and, quite feasibly, they may suggest sources of materials for teachers and students.

The content of such course outlines or teaching guides, whatever the specific items, will be of inestimable value to each group preparing them; for there is universal encouragement and even insistence that such outlines or guides be prepared in terms of what will be most

Undesirable Rigidities

Though order, efficiency, regularity, and consistency in education may be virtues worthy of emulation, there are times when such virtues may be degraded by having undue attention shown them. Then it is that students, teachers, and programs of instruction may suffer.

Is it necessary, for example, that all periods be the same length? Does the school day have to begin at the same time for all students? Is it necessary that students in the same class invariably have the same assignments? Is it necessary that all schools have a three-months' vacation? Are minimum standards for a class necessarily better than individualized standards? Is it necessary that marking systems continue to hide more than they reveal?

Implied rigidities in the above questions suggest that now is the time for educators to rethink much of what is being done in terms of making courageous changes, if such seem to offer opportunities for improvement.

useful for each local situation. There are no prescriptions for exact content, organization, or elaboration. This in itself gives opportunity, not only for flexibility but for creativity, for imagination, and for emphasis on what is locally regarded as of most value.

Whatever else is accomplished through the cooperative formulation of courses of study, this can definitely be anticipated and perhaps guaranteed. Teachers participating in the project will forever be better teachers in view of their increased awareness of purposes, content which seems appropriate, and instructional techniques which give promise of individualized growth and progress. Teachers can never be the same again after seriously appraising the local situation and after formulating courses of study which have possibilities of meeting local needs.

Audit Report Shows \$217,716,803.41 Disbursed From State Funds for Public Schools in 1962-63

A disbursement of \$217,716,803.41 was made by the 173 school administrative units from allotments by the State Board of Education from the State Nine Months School Fund, according to the Audit Report for the year ended June 30, 1963. The report was made by J. A. Porter, Jr., director of the division of auditing and accounting, to A. C. Davis, controller, State Board of Education.

The report pointed out that expenditures from the State fund in 1962-63 were \$897,965.68 less than in 1961-62 for the reason that the 1961-62 year included the sum of \$6,917,040.75 representing contingency salary payments earned in 1960-61, but which were not disbursed until the early part of the year 1961-62. Eliminating this amount from the 1961-62 disbursements, according to the report,

GOVERNOR

(Continued from page 1)

Carolina puts into the public schools during a biennium, would try to get along without a sizeable research and development program. We also know that a school system in which half the children never graduate from high school is not yet out of the woods. We have a lot to learn. There are ways we can improve ourselves, even within the limits of existing budgets."

The research center is expected to have its own staff of psychologists, sociologists, anthropologists, and educators gifted in research and development work. "It ought also to select for membership," the Governor said, "professors of . . . private and public colleges and universities in the region, who are able and willing to help us."

"Coordination of these plans and programs will, for a few more months, continue to rest in my office," the Governor said. "John Ehle, the teacher and novelist who assisted me in setting up the North Carolina Fund and the Governor's School, will continue to assist me on these two projects until we can get a permanent administrative home established for them."

there was an increase in expenditures for the year 1962-63 over the year 1961-62 in the amount of \$6,019,076.07.

Expenditures for 1962-63 were divided by objects as follows:

General control	-----\$	3,563,091.39
Instruction service		191,984,154.23
Salaries	-----	190,316,747.98
Supplies	-----	1,667,406.25
Operation of Plant		9,937,412.38
Fixed charges	-----	226,629.68
Auxiliary agencies		12,005,515.73
Total	-----	\$217,716,803.41

Included in these expenditures is an amount of \$114,500 for merit salary payments of \$500 each to 229 teachers in three pilot school administrative units — Gastonia and Martin and Rowan counties.

Also included in these disbursements by the administrative units was an amount of \$438,833.28 under auxiliary agencies for a child health program which was used largely for the correction of physical defects—teeth, eyes, tonsils, etc. The other items of expenditure under auxiliary agencies were: transportation — \$10,455,337.39; and libraries—\$1,111,344.86.

Of each State dollar disbursed by the 173 local units, 88.18 cents were for instructional service—salaries of teachers, principals, supervisors, and clerks and instructional supplies; 5.51 cents, for auxiliary agencies—transportation, libraries and health; 4.57 cents for operation of plant—salaries of janitors, fuel, water, light, power, janitors' supplies, and telephones; 1.64 cents for general control—salaries and travel of superintendents; salaries of assistant superintendents, clerical assistants, and property and cost clerks; office expenses, and per diem and travel of members of county boards of education.

A total of 39,041 teachers and principals were paid from State funds, 901 more than for the preceding year. The 37,164 classroom teachers received an average annual salary of \$4,664.55. The 1,877 classified principals received an average of \$7,198.76.

The 37,164 classroom teachers included 629 teachers of special ed-

Principals Hold Statewide Conference In Greensboro

"The Principal—A Perceptive Leader" served as the general theme for the Statewide Principals' Conference in Greensboro, November 6-7, in which more than 700 educators participated. Baxter R. Ridenhour served as president during the past year and F. D. Kiser, as vice president.

Addressing the group were Governor Terry Sanford; Superintendent Charles F. Carroll; Dr. William Cartwright; Dr. Willard Goslin; and Dr. William Friday.

Fourteen discussion groups were arranged to meet twice each on such pertinent topics as "Evaluation of the Ungraded Primary Program," "Progress of the North Carolina Teacher Merit Pay Study," "Changing Concepts in Physical Fitness and Sport Activities," "The Principal in Public Relations," "The Principal Looks at Teen-Age Problems," "Gearing the Instructional Program to Students' Needs," "The Group Looks at School Fees," "Career Opportunities Beyond High School," "Meeting the Dropout Problem," and "North Carolina Standards for Accreditation of Elementary Schools."

In addition to the addresses and discussion groups, visits were arranged to Greensboro elementary, junior high, and senior high schools during the early portion of the conference.

education:

- 454 for the educable mentally retarded
- 153 for speech and hearing handicapped
- 18 for crippled
- 4 for visually handicapped

In addition to these special education teachers, 67 were paid from other State funds, making a total of 696 teachers of special education.

Not included in the above discussed disbursements was an expenditure of \$36,602.63 for a program for exceptionally talented children in five pilot centers: Hendersonville, Henderson County, Pitt County, Greenville, and Winston-Salem.

Mooreville Offers High Supplement to Beginners

Mooreville city schools rank third among city school units in the State for local salary supplement to beginning teachers with graduate certificates, and fourth for those with "A" certificates, writes Superintendent Roland R. Morgan in the Mooreville City Schools Newsletter, October-November issue.

"I know of no other school system in the State which has a more wholesome school environment," he writes, in a tribute to the citizens, school board, parents, and teachers.

"In addition to the regular school program, special services are provided for the educable mentally retarded students and for those who have speech problems. . . . An honest attempt is made to adapt the instructional program to enable all students to develop themselves to the maximum of their individual abilities," Morgan says in a column titled "From the Superintendent's Desk."

Gaston Community College Bond Issue Is Approved

Gaston County voters approved a bond issue of \$500,000 for land and buildings to house a proposed community college in an election held October 29. All precincts favored the measure, the county-wide margin being about 5-to-1 in favor. Some 17 per cent of the registered voters went to the polls. Matching funds for acquisition and construction are expected from the State.

Construction is expected to start promptly to enable the college to open next September on a 160-acre campus near Dallas. The name will be Gaston College. Initial enrollment is to be 600 students. Buildings will house classrooms, laboratories, and offices. No dormitories are planned, since students are expected to live at home and to commute to classes.

On December 11, 1962, Gaston County voters approved a special tax of 5 cents per \$100 valuation of property, expected to raise \$140,000 per year for current operating expenses at the college.

Superintendent Carroll Active Participant In Annual Conference of State School Officers

State Superintendent Charles F. Carroll attended the annual meeting of the Council of Chief State School Officers, November 17-21, in Portland, Oregon, where he took part in three phases of the four-day program. Superintendent Carroll, past president of the national association, served as interrogator and discussant for two presentations: "Roles of Governing Boards and Professional Organizations in Public Education," led by Dr. Irving R. Melbo, dean of the college of education in the University of Southern California; and for "New Approaches in Vocational and Technical Education," led by Walter M. Arnold, assistant commissioner and director of the division of vocational and technical education in the U. S. Office of Education.

Dr. Carroll also made a report on the "Tour of West Germany" which he and ten other superintendents made last summer. He also served on two committees during the Conference: the committee on nominations and the committee on program for 1963.

Keynote speaker for the conference was U. S. Commissioner of Education, Francis Keppel, who addressed the group on, "Mutual Responsibilities of National and State Education Agencies."

Another outstanding feature of the Conference was the seven-man symposium on, "Significant Problems in State Departments of Education." Topics discussed were "the public image of the chief state school officer," "educational finance," "tax funds for private schools," "political control of education," "civil rights," "changing functions of effective school districts," and "projects and studies in state departments of education."

Established in 1928, the Council of Chief State School Officers is an independent organization of state superintendents and commissioners of education. The Washington office of the Council, established in 1948, seeks to improve state departments of education and their

operations. According to Dr. Carroll, "It also implements comprehensive educational policies developed over the years by the members and by the Council's Study Commission, one of whose outstanding members is J. Everette Miller, assistant State superintendent. The Council expresses itself on the basis of these policies at all levels of government, in professional circles, and wherever such expression is serviceable in furthering education."

Currently, A. W. Ford, commissioner of education in Arkansas, is serving as president of the Council, of which Edgar Fuller is executive secretary.

Local School Tax Sources Lag Behind Other States

"North Carolina puts in more money for schools at the State level than any Southern state, but far less at the local and county level," said Dr. Guy B. Phillips, member of the State Board of Education, and consultant to the State School Boards Association. Dr. Phillips was speaking to a meeting of the Chatham County school committees held at Chatham Central High School on October 17.

State-wide, Dr. Phillips said, "our schools do not get the money from local sources that they do in other states." He explained, "There is no doubt as to the right of the commissioners to levy money for school purposes. This is not the responsibility of the school people, but it is the duty of the school board to know about education and to transmit their needs, backed up by facts, to the commissioners."

This was the first county-wide meeting of school committeemen in several years for Chatham County, but other meetings are planned, those present said. Several members of the county board of commissioners and the county board of education attended the meeting of committeemen.

Shakespearean Excerpts To Be Presented To Sixty Schools, January 20-February 28

For the second successive year sixty North Carolina high schools will have the opportunity to witness excerpts from three Shakespearean plays by Theatre-In-Education, Inc., a professional dramatic company from New York, under the direction of Miss Lyn Ely. Funds for this year's project have been made available through the State Board of Education; whereas, last year funds were available through the Old Dominion Foundation as well as the State Board.

Performances this year will include excerpts from *Hamlet*, *King Henry V*, and *Taming of the Shrew*; and will be available to approximately 50,000 students at no cost to students or participating schools. The itinerary will begin in Cary, January 20, and will conclude at Four Oaks High School, February 28. Designed primarily as educational experiences, these performances are intended to enrich the high school curriculum by bringing "live" Shakespearean drama into the schools of the State.

Criteria used by the State Department of Public Instruction in selecting schools for participation include interest of school, adequacy of facilities, travel time between schools, geographic location and population density, and experimental nature of the project.

According to Dr. Vester M. Mulholland and Gareth Anas, coordinators of the project, only ten schools having performances last year are included in this year's itinerary. "By giving reasonable priority to schools not visited last year, a wider coverage for North Carolina students is possible," declared Mulholland.

Administrators, teachers, and students who witnessed last year's excerpts from *Julius Caesar*, *Romeo and Juliet*, and *Twelfth Night* were invariably enthusiastic concerning the educational and entertainment value of these performances.

Local coordinators for each performance, usually the principal of the school or some English or dramatics teacher, have been appointed

by superintendents; and plans for each presentation are now under way.

Orientation materials for use by teachers in preparing students for these performances are now being prepared by a central committee, composed of English teachers in Raleigh and the Raleigh area and by members of the State Department of Public Instruction.

Following each performance, a limited number of students will have the opportunity to discuss the show with the actors, the director, and the technical director. Within a few days after each performance, each group of students which attended a performance will be asked to evaluate the performance in terms of acting, scenery, lighting, costuming, interpretation, and the like.

State Department Releases New Bulletin on "School Dropouts, A Waste We Cannot Afford"

School Dropouts, A Waste We Cannot Afford, released last month by the State Department of Public Instruction, is a combination of North Carolina statistics on dropouts, plus an analysis of reasons for dropouts and suggestions for what can be done. The publication was prepared by L. H. Jobe, director of publications, and William W. Peek, director of statistical services.

In discussing "Size of the Problem," the editors indicate that more than one-and-a-half million North Carolinians failed to complete high school; and that of the 104,854 pupils who entered school in 1951-52, only 47,939 were graduated in 1962-63. The bulletin further indicates that the largest percentage of dropouts occurs in grades ten and eleven, when most students arrive at sixteen, the compulsory school-attendance age. Last year in North Carolina 40 per cent of those who left school did so upon arrival at their sixteenth birthday.

Other reasons cited include: excused because of disability, 7.9 per cent; left because of becoming married, 11.7 per cent; dismissed, 5 per

State-wide Vote on Bonds Is Unlikely Before May

Governor Terry Sanford said on November 4, "I do not expect to call a special election for school bonds within the next six months," which would be no sooner than May 1964. His reference was to the referendum approved by the 1963 General Assembly for \$100 million in bonds for public school construction. The Governor explained he did not propose to set a date for the State-wide bond election while a vote on the constitutional amendment is scheduled for January 14. The amendment would call for representation in the State house of representatives on the basis of population, and in the State senate on the basis of area or counties regardless of population.

cent; issued work permit, 3.8 per cent; committed to correctional institution, 3.8 per cent; joined armed services, 2.7 per cent; and unknown, 22.5 per cent.

"What Happens to School Dropouts" and "Effects on State" are also discussed in separate sections of the bulletin.

The final chapter suggests nine areas of action, each of which has possibilities of decreasing dropouts in the State:

- identify potential dropouts
- provide more guidance services the grade level in which he was normally assigned.
- provide attendance counselors
- establish public kindergartens
- enlarge program for the handicapped
- operate summer schools
- modify the curriculum
- provide "second chance" opportunities
- stimulate public concern and action

The publication has been distributed to superintendents, principals, and news media throughout the State.

Lunchroom Allotment

The State Board of Education will allot additional funds to school administrative units which operate all food services through the lunchroom or cafeteria organization. As announced at the Board meeting of November 7, the allotment will begin with January 1964, and will range "from one-half to one cent per lunch per day in terms of the reserve funds available. These funds must be used as a part of the regular lunchroom funds to enrich the food service to children and shall not be used for general school purposes."

Dropout Who Later Finished Suggests Salvage Methods

Volunteer counseling of high school dropout and potential dropout students by adults in the community who once dropped out of school themselves is recommended by a Jacksonville citizen interested in the problem, Lee Williams.

"Listen to those who speak from experience," Mr. Williams wrote in a letter to the editor published by the Greensboro Daily News on October 23. "Dropouts talking to students will keep more people in school."

"You will find a great number of dropouts who realize the harm and danger after they quit school and return later to earn a diploma through night school . . . I did it myself." Williams did not point out that few school systems provide for adults to finish high school, even at night, although courses by mail are available, with tuition charge, from correspondence schools outside the public school systems.

The variety of experiences leading to dropping out was highlighted by Williams, who reported he was "always near the top of my class. School was easy for me, and I was a year ahead."

He explained, "This was not the right way as I had no friends my own age . . . it offered no strain or extreme work and became a bore, the same old routine. As a result I dropped out of high school during my last year so that I might enlist in the service and see some variety in life."

Mathematics Laboratory in Use at Rocky Mount Is Under Evaluation for State-wide Approval

Rocky Mount Senior High School students are using mathematics laboratory equipment installed in October, for classes in algebra, geometry-calculus, trigonometry, and combined plane and solid geometry.

Effectiveness will be evaluated during the first year by the school and by the North Carolina Department of Public Instruction to determine whether such equipment should be approved for use generally in public high schools of the State.

The laboratory equipment includes student desks having plastic writing surface erasable with art gum and marked with grid scales, polar coordinates, and a large circle. These desks match the teacher's desk and one of four special chalkboard panels on the wall behind the teacher's desk. These wall panels are equipped with teaching devices and mounted drawing tools to facilitate demonstrations by the in-

structor. Above the panels is a slide rule eight feet long. Except for size, it is identical to rules used by students. It is mounted to rotate under the teacher's hand for full use of both sides. One of the chalkboard panels serves as a projection screen. An overhead projector mounted in the teacher's desk can be lowered out of sight.

The laboratory equipment cost about \$2,500 and is intended to last for many years. The Rocky Mount city school administrative unit paid half the bill, and furnished the chairs used in the classroom. The remainder was paid by matching funds under the National Defense Education Act, as an approved experiment for evaluation.

The mathematics teacher in charge of the laboratory is Julius Abernethy. Principal C. M. Edson submitted the request for the laboratory equipment, and is cooperating in the evaluation.

New Bulletin, "Using the Language Laboratory," Issued to Superintendents and Teachers

Using the Language Laboratory, a 62-page bulletin published by the State Department of Public Instruction, was released last month to superintendents and modern foreign language teachers throughout the State.

"Prepared by Mrs. Tora Ladu, State supervisor of modern foreign languages, this bulletin," declared L. H. Jobe, director of publications, "is one of the most attractive in format which the Department has ever issued." The bulletin, 8½" x 11", is done in two colors, green and white, and has a number of illustrations.

Contents of this curriculum guide include the following chapters: The Function of the Language Laboratory; What a Laboratory Can Do That Cannot Be Done by a Teacher with a Tape Recorder; Techniques of the Language Laboratory; Materials for the Laboratory; Laboratory Maintenance; Evaluating the Use of the Laboratory; and Bibliography.

According to Nile F. Hunt, director of the division of instructional services, "The suggestions in this bulletin are consistent with the best information currently available on the use of language laboratories and electronic equipment. These suggestions reflect also the benefits of personal experience with the language laboratory during its developmental stages, as well as intensive study of the findings of research and experimentation at the national and international levels."

The bulletin is designed to assist teachers in the effective use of electronic equipment—the language laboratory, the electronic classroom, or a simple tape recorder—by providing specific descriptions of techniques and procedures for the classroom or the laboratory.

Johnny M. Shaver is responsible for the photography in the bulletin and Nilene Hunt, for the art work.

State School Facts

December, 1963

Enrollment in Public Schools Increased 9.6% Within Five Years; Elementary 5.2%; High 24.5%

Table II

Table II shows the enrollment for the 173 administrative units in elementary schools, in high schools, and in both elementary and high schools for two years, 1957-58 and 1962-63, and the difference in enrollment in the three categories between these two years.

It will be observed that there was a decrease in the elementary enrollment in 79 of the 173 units. Only eight units showed a decrease in high school enrollment during this period — Cleveland, Mooresville, Polk, Tryon, Rockingham (county), Tyrrell, Fremont and Yancey.

In total enrollment for all schools, 43 units showed a decrease, one unit indicated no change, and 129 increased. Greatest increase occurred in Charlotte-Mecklenburg, with 15,972 more public school enrollment in 1962-63 than in 1957-58. (Although Charlotte had not merged with Mecklenburg in 1957-58, the figures have been combined for that year for comparative purposes.) Other units that had over 2,000 increase in total school enrollment during this period were: Kings Mountain, 2,035; Cumberland, 5,932; Fayetteville, 2,534; Forsyth, 4,758; Winston-Salem, 2,726; Gaston, 2,319; Guilford, 2,483; Greensboro, 6,113; High Point, 2,001; Oaklawn, 9,746; Wake,

Enrollment in the public schools of the State has increased from 1,060,187 in 1957-58 to 1,162,171 in 1962-63, a total of 101,984 or 9.6 percent.

Enrollment in the high schools jumped 24.5 percent, from 245,010 to 304,992, during this five-year period. Enrollment in the elementary schools also increased, although only 5.2 percent or 42,002 pupils.

Greatest increase in the high schools occurred in grade 10, 37.2 percent, with 24,580 more students in 1962-63 than in 1957-58. Enrollment in other high school grades increased approximately 20 percent during this period.

Greatest increases in elementary school enrollment occurred in the upper grades—eighth, 17.8 percent; seventh, 15.6 percent; and sixth, 10.7 percent. Decreases occurred in fifth and fourth grade enrollments during this five year period. Small increases, from 1.2 percent to 3.2 percent, were made in the enrollment in the first three grades.

These figures indicate that the holding power of the schools has improved. It appears that as more pupils attend schools, an average

Administrative Units	ELEM. ENROLLMENT		H. S. ENROLLMENT		TOTAL ENROLLMENT	
	1958	1963	1958	1963	1958	1963
Catawba	5865	6397	532	2024	7889	8862
Hickory	4763	5008	245	1463	6216	6969
Newton-Conover	1906	2070	164	841	2591	2911
Chatham	5227	5217	-10	1713	6940	7245
Cherokee	1645	1305	-340	231	1876	1589
Andrews	951	846	-105	303	1254	1177
Murphy	1011	826	-185	623	1634	1494
Chowan	798	719	-79	140	938	875
Edenton	1703	1733	31	544	2246	2353
Clay	1150	963	-187	376	1526	1379
Cleveland	8195	6207	-1988	2517	10712	8367
Kings Mountain	1718	3179	1461	617	2335	4370
Shelby	3121	3649	528	1085	4156	5024
Columbus	3822	3415	-507	3117	6939	6532
Craven	2416	2419	3	669	3085	3258
Whiteville	6312	7082	770	1121	7433	8567
New Bern	3177	3804	627	1318	4495	5687
Cumberland	12191	16775	4584	3020	15211	21143
Fayetteville	7051	8130	1079	2230	9281	11815
Currituck	1164	1193	29	364	1528	1613
Dare	961	1014	53	310	1271	1371
Davidson	7732	8301	569	2332	10084	11154
Lexington	3613	3878	265	1077	4690	5272
Thomasville	2398	2895	497	782	3180	3921
Davie	2822	2870	48	922	3744	3974
Durham	6622	7647	1025	1791	8413	10389
Edgecombe	10791	11429	638	3201	13992	15375
Tarboro	6156	6202	46	1487	7643	8180
Forsyth	2567	2875	308	714	3281	3764
Winston-Salem	11921	15135	3314	3942	15763	20521
Franklin	16894	17547	853	4269	20963	23650
Franklin	4915	4710	-205	1464	6379	6360
Franklin	1115	1145	30	287	1402	1435
Gaston	16389	17431	1042	3952	20341	22360
Cherryville	1324	1347	23	515	1839	1921
Gastonia	5269	5927	658	2203	7472	8394
Graham	1364	1859	28	543	2374	2585
Granville	3898	3731	-167	1173	5071	5010
Oxford	2887	2663	-224	757	3644	3622
Greene	3915	3902	-13	1122	5037	5111
Guilford	15154	16410	1256	4327	19481	21964
Greensboro	14313	18565	3752	4297	25223	31113
High Point	7390	9361	1971	2329	9719	12620
Halifax	8736	8679	-57	1897	10633	11083
Roanoke Rapids	2665	2721	56	937	3602	3774
Weldon	1808	1899	91	424	2232	2510
Harnett	9606	9175	-431	3115	12721	12903
Haywood	5115	4921	-194	1707	6822	6898
Canton	2048	1853	-195	746	2794	2713
Henderson	4408	4635	227	1334	5742	6393
Hertford	1507	1575	68	693	2200	2333
Hoke	3883	3827	-56	1274	5157	5002
Iredell	4397	5013	215	1861	6258	6878
Hyde	1068	1109	41	324	1498	1486
Mooresville	6314	6440	126	1861	8175	8822
Statesville	1665	1609	-56	740	2405	2254
Jackson	2941	3506	565	946	3887	4726
Johnston	3161	2616	-545	961	4122	3803
Jones	13808	12463	-1345	4190	17998	17336
Lee	2314	2231	-83	740	3054	3181
Lee	2812	2904	92	817	3629	3727

girls drop out of high school at the
tenth and eleventh grades.

Yancey, 616; Madison, 446; and
Rockingham (county), 411.

I. State Enrollment by Grades, 1957-58 — 1962-63

GRADE	1957-58	1962-63	Difference	Percent
First	114,502	117,646	3,144	2.7
Second	107,640	111,090	3,450	3.2
Third	108,186	109,473	1,287	1.2
Fourth	109,799	106,689	-3,110	-2.8
Fifth	112,112	104,660	-7,452	-6.6
Sixth	92,229	102,105	9,876	10.7
Seventh	86,588	100,078	13,490	15.6
Eighth	83,620	98,544	14,924	17.8
Special	501	6,894	6,393	1,276.0
Total Elementary	815,177	857,179	42,002	5.2
Ninth	83,369	100,162	16,793	20.1
Tenth	66,080	90,660	24,580	37.2
Eleventh	52,607	62,736	10,129	19.3
Twelfth	42,850	51,317	8,467	19.8
Special	104	117	13	12.5
Total High School	245,010	304,992	59,982	24.5
Grand Total	1,060,187	1,162,171	101,984	9.6

II. Public School Enrollment—Five-Year Difference, 1957-58 — 1962-63

Administrative Units	ELEM. ENROLLMENT 1958	Diff.	1963	Diff.	1968	Diff.	1973	Diff.
Alamance	8077	8862	785	2678	3256	648	10755	12188
Burlington	6299	6974	735	1867	2435	568	8106	9409
Alexander	2954	2917	-37	927	1052	125	3881	3969
Alleghany	1424	1378	-46	440	471	31	1864	1849
Anson	3086	2684	-402	976	1072	96	4062	3756
Morven	947	826	-121	237	306	69	1184	1132
Wadesboro	1609	1688	79	628	641	13	2237	2329
Ashe	3931	3710	-221	1322	1530	208	5253	5240
Avery	2810	2350	-460	928	1001	73	3738	3351
Beaufort	4005	3804	-201	1350	1485	135	5355	5289
Washington	3209	3324	125	1020	1260	240	4229	4594
Bertie	5496	5366	-130	1620	1789	169	7116	7155
Bladen	6950	6840	-110	1954	2298	344	8904	8938
Brunswick	4297	4222	-75	1392	1602	210	5629	5824
Buncombe	13501	13884	483	4314	5359	1045	17815	18548
Asheville	7150	7412	262	2318	3130	812	9228	10542
Burke	5968	5935	-33	1660	2164	504	7628	8099
Glen Alpine	1089	1080	-9	296	372	76	1385	1452
Morganton	1855	1808	-47	824	936	112	2679	2744
Cabarrus	5576	5814	238	1573	1927	354	7149	7741
Concord	2907	2982	75	1061	1410	349	3968	4342
Kannapolis	4256	4105	-151	1495	1671	176	5761	5776
Caldwell	7765	8040	275	2273	2599	326	10038	10639
Lenoir	1624	1745	121	769	903	134	2393	2648
Gardner	1065	1073	8	299	374	75	1364	1447
Carteret	4734	5012	278	1388	1857	469	6122	6969
Caswell	4523	4385	-138	1294	1404	110	5517	5789

Rockingham	4055	4182	127	1058	1235	177	1832	1959	327	5262	6834	15972
Mitchell	2925	2981	56	941	1036	95	1382	1477	95	3761	3828	238
Montgomery	3754	3911	157	1035	1291	256	1857	2041	184	4799	5202	408
Monte	5211	5184	-27	1719	1857	7041	111	138	6980	7041	111	18
Pinehurst	608	570	-38	208	228	20	816	798	-18	1413	1779	365
Southern Pines	1044	1327	283	369	452	83	1413	1779	366	13393	13393	—
Nash	10355	10297	-58	2558	3096	538	13393	13393	—	1076	1076	—
Rocky Mount	4614	5262	648	1691	2119	428	6305	7381	1076	1244	1244	—
New Hanover	12404	12551	147	4036	4833	797	16440	17884	1140	17884	17884	—
Northampton	6422	6039	-383	1568	1969	401	7990	8008	18	8008	8008	—
Onslow	8165	9914	1749	1915	2912	997	10080	12826	2746	12826	12826	—
Orange	3681	3497	-184	922	1187	265	4603	4684	81	4684	4684	—
Chapel Hill	1993	3133	1140	735	989	254	2738	4122	1394	4122	4122	—
Pamlico	1965	2000	35	659	752	93	2624	2752	128	2752	2752	—
Pasquotank	1839	2000	161	290	388	98	2129	2388	259	2388	2388	—
Pender	3926	3760	-166	1305	1547	242	5221	5507	286	5507	5507	—
Elizabeth City	2695	2705	10	874	1204	330	2410	2484	74	2484	2484	—
Perquimans	1522	1858	336	588	1631	1043	2693	3099	406	3099	3099	—
Person	5265	5234	-31	1716	1923	207	6981	7157	176	7157	7157	—
Pitt	10795	10618	-177	2797	3432	635	13692	14050	358	14050	14050	—
Greenville	3710	4368	658	918	1391	473	4628	5749	1121	5749	5749	—
Polk	1632	1521	-111	480	457	-23	2112	1978	-134	1978	1978	—
Iryon	647	677	30	254	237	-17	901	914	13	914	914	—
Randolph	7114	7673	559	2191	2678	487	9305	10351	1046	10351	10351	—
Asheboro	3265	3552	287	1011	1296	285	4276	4848	572	4848	4848	—
Richmond	4168	3664	-504	769	895	126	4937	4559	-378	4559	4559	—
Hamlet	2370	2388	18	721	908	187	8091	8296	205	8296	8296	—
Rockingham	1768	2150	382	930	1180	250	2698	3300	602	3300	3300	—
Robeson	12183	12142	-41	2548	3305	757	14731	15447	716	15447	15447	—
Fairmont	1816	1698	-118	519	556	37	2335	2254	-81	2254	2254	—
Lumberton	3257	3517	260	800	1074	274	4057	4591	534	4591	4591	—
Maxton	1133	1040	-93	287	359	72	1420	1399	-21	1399	1399	—
Red Springs	1236	1298	62	442	505	63	1678	1803	125	1803	1803	—
Saint Pauls	1775	1518	-257	466	518	52	2241	2086	-155	2086	2086	—
Rockingham	4881	4615	-266	1040	895	-145	5921	5510	-411	5510	5510	—
Leaksville	3338	3437	99	1063	1300	237	4401	4737	336	4737	4737	—
Madison	1197	1752	555	463	791	328	1660	2543	883	2543	2543	—
Reidsville	2769	3090	321	1163	1566	403	3932	4656	724	4656	4656	—
Rowan	9405	9901	496	3291	3850	559	12696	13751	1055	13751	13751	—
Salisbury	3066	3056	-10	1174	1304	130	4240	4360	120	4360	4360	—
Rutherford	8429	8169	-260	2387	3127	740	11366	11296	-70	11296	11296	—
Sampson	7752	7239	-513	2661	2941	280	10413	10180	-233	10180	10180	—
Scotland	2079	2490	411	778	916	138	2857	3406	549	3406	3406	—
Clinton	3573	3122	-451	702	815	114	4275	3938	-337	3938	3938	—
Laurinburg	2841	3019	178	765	1069	304	3606	4088	482	4088	4088	—
Stanly	4952	4919	-33	1655	1892	237	6007	6511	504	6511	6511	—
Albemarle	2103	2209	106	878	988	110	2981	3197	216	3197	3197	—
Stokes	4031	4018	-13	1245	1392	147	5276	5410	134	5410	5410	—
Surry	5726	5634	-92	1742	1935	193	7468	7659	191	7659	7659	—
Elkin	925	966	41	378	384	6	1303	1350	47	1350	1350	—
Mount Airy	2368	2367	-1	840	966	126	3208	3333	125	3333	3333	—
Swain	1641	1521	-120	483	630	147	2124	2151	27	2151	2151	—
Transylvania	3166	3078	-88	894	1123	229	4060	4201	141	4201	4201	—
Tyrrell	934	880	-54	325	307	-18	1259	1187	-72	1187	1187	—
Union	7061	6116	-945	2185	2250	65	9246	8366	-880	8366	8366	—
Monroe	1393	2298	905	412	837	425	1805	3135	1330	3135	3135	—
Vance	3264	3137	-127	429	646	217	3693	3783	90	3783	3783	—
Henderson	3362	3608	246	1283	1475	193	4635	5084	449	5084	5084	—
Wake	14877	16142	1265	4424	5384	960	19301	21525	2225	21525	21525	—
Raleigh	10330	13481	3151	3132	4927	1795	13462	18408	4946	18408	18408	—
Warren	4341	4646	305	1470	1701	231	6311	6347	36	6347	6347	—
Washington	2967	3075	108	853	933	80	3820	4008	188	4008	4008	—
Wayne	3102	2878	-224	1047	1112	65	4149	3990	-159	3990	3990	—
Wayne	7306	9457	2151	2292	2941	649	9598	12398	2800	12398	12398	—
Fremont	677	465	-212	212	109	-103	889	574	-315	574	574	—
Goldsboro	5563	6055	492	1740	2487	747	7303	8542	1239	8542	8542	—
Wilkes	7829	7600	-229	1649	1927	278	9478	9627	49	9627	9627	—
North Wilkesboro	788	865	77	986	1128	142	1774	1938	201	1938	1938	—
Wilson	4425	4178	-247	1338	1384	46	5753	5562	-201	5562	5562	—
Elm City	1500	1269	-231	419	526	107	1919	1795	-124	1795	1795	—
Yadkin	5397	5951	554	1639	2118	479	7036	8069	1033	8069	8069	—
Yadkin	3892	3993	101	1431	1482	51	5323	5475	152	5475	5475	—
Yadkin	3201	2586	-615	1005	1004	-1	4206	3590	-616	3590	3590	—
Total State	815177	857179	42002	245010	304992	59982	1080187	1162171	81984	1162171	1162171	—
Counties	583260	600240	16980	168824	205040	36216	782084	805280	23196	805280	805280	—
Cities	231917	256939	25022	76186	99592	23766	308103	386591	45788	386591	386591	—

Board of Education Hears Progress Report On Statewide NDEA Projects, 1958-1963

More than seventeen million dollars in federal and State funds have been spent in North Carolina since September 1958 through the National Defense Education Act for the improvement of instruction in science, mathematics, modern foreign languages, and guidance and testing, according to Carlton Fleetwood, NDEA coordinator, in his progress report to the State Board of Education early in November. By far, the largest sum spent in any single area was the \$11,068,784.33 spent for improvement in science instruction.

In 1962-63 all of North Carolina's 173 school administrative units participated in one or more NDEA projects under Title III, which pertains to the improvement of instruction in science, mathematics, and modern foreign languages. Federal monies for these projects were matched dollar for dollar by local State funds. In 110 situations all matching funds were provided through current expense or capital outlay funds; and in 46 administrative units, between 50 and 99 percent of matching funds came from similar sources. In eight situations, all matching funds were provided by local non-tax funds made available through fund-raising projects; and in 47 administrative units matching funds have been partially supplied through local non-tax funds.

Since 1958, approximately one-and-a-half million dollars have been spent in the areas of mathematics and modern foreign languages, respectively; and \$3,368,052.90 was spent from all sources in guidance, counseling, and testing activities.

"Expenditures in science, for example," declared Fleetwood, "resulted in remodeling of 125 classrooms and laboratories in which science instruction takes place in 67 schools. In every instance the school curriculum was carefully studied before any plans were made for remodeling science facilities." In addition, Fleetwood reported, science furniture was placed in 521 renovated or old classrooms and

laboratories in 401 existing schools during the four years in which North Carolina public schools have participated under Title III of NDEA. Likewise, in 79 new or newly consolidated schools, 197 science classrooms and laboratories were equipped with science furniture; and 60 science laboratories and/or classrooms in new additions to 35 schools were equipped with science furniture under this program.

Between September 1958 and June 1963 advanced science courses numbering 243 were initiated and were, to a large degree, made possible through provisions of Title III. Courses included advanced biology, advanced chemistry, advanced physics, earth science, electronics, plant taxonomy, aerospace science, and others.

According to superintendents, the greatest impact of NDEA on instructional programs in the State was in the area of science, specifically in the area of improving existing laboratories. Next in rank of importance was the improvement in other areas as a result of seeing progress in science, mathematics, and modern foreign languages. Mentioned as of next importance was the attention focused upon the audiolingual approach to language teaching.

Within the last four years, Fleetwood stated, 464 courses in advanced mathematics were added to the curricula of the public schools. Of these, 150 were in advanced algebra; 114, trigonometry; 119, solid geometry; 38, advanced math; 37, school mathematics study group; and 6, calculus.

"The channeling of \$1,512,641.19 in federal and local funds into foreign language projects under Title III has placed emphasis upon the audiolingual method of instruction with special concentration on learning to speak and understand the language being taught," Fleetwood stressed. During the past four years 27 language laboratories have been installed under NDEA at a total cost of \$241,485.45. Many additional administrative units are using

School Bus Transportation Summarized for Past Year

School bus transportation was furnished to 575,516 pupils in North Carolina public schools during the 1962-63 school year, according to a "School Transportation Summary of Statistical Data" prepared by the Director of the Division of Transportation, Controller's Office, State Board of Education, dated November 5, 1963.

Elementary school pupils accounted for 73.0 per cent of the passengers and high school students 27.0 per cent. An average of 3.6 pupils were loaded per mile of bus route. The average school bus made 1.42 trips per day, and the route was 13 miles long, one-way. The average load was 46 pupils per bus, and the average number of pupils carried per day was 66.

The schools operated 8,727 buses for regular transportation of pupils, and 3,927 of these made two or more trips each day. Total mileage for the year was 58,421,267, and the total per day was 322,769. The average bus traveled 6,694 miles for the year and 37 miles each day.

The total cost of this bus transportation, including operation, maintenance, new buses, and all other expenses, was \$10,455,338, for a cost per pupil of \$18.17 for the year, and cost per bus mile of 17.9 cents. Average total cost transportation per bus for 181 days of school was \$1,198.04, or \$6.62 per bus each day.

equipment and/or materials in modern foreign language classes under provisions of the NDEA.

According to Fleetwood, 26 full-time counselors served 102 secondary schools in eighteen administrative units under NDEA approved guidance and counseling programs in 1958-59. During 1962-63 the public schools employed 217 full-time counselors in NDEA approved guidance and counseling programs serving 532 secondary schools in 112 administrative units.

To carry on the State NDEA programs, a total of fifteen administrative and supervisory personnel are employed. Currently, two vacancies exist in the organization.

THE MARCH OF DIMES

NIF

THE NATIONAL FOUNDATION

Adult Have Second Chance In Raleigh City Schools

The Raleigh city school board recently announced approval of adult education classes at night for persons 21 years of age and older desiring to complete high school credits. Teachers will not be recruited from present schools staffs, Raleigh superintendent of schools Jesse O. Sanderson said. They will be paid \$300 per course, meeting from 7 to 10 p.m. twice a week for 12 weeks.

Tuition of \$32.50 for each course will finance the operation, with no public school funds involved. Students will be limited to one course in each 12-weeks term, for a total of four courses a year. The minimum number of students for starting any course is 15. Courses are projected in English, history, government, algebra, geometry, general mathematics, French, German, Spanish, general science, biology, and home economics.

The program will be mainly for students who have completed at least grade 10, but refresher courses will be offered for those who left school before grade 10.

Graduates of the program will be granted a diploma in adult education. They will receive final examinations and high school graduation certificates from the State Department of Public Instruction.

Sanderson said one other school unit in the State offers such a program, Charlotte-Mecklenburg. Raleigh city schools offer vocational courses for adults, but such training will be moved to the Wake Industrial Education Center, as the center enlarges its offerings.

Heretofore adults desiring to complete high school requirements were referred to correspondence courses.

Education Week in Schools Across North Carolina Was Occasion for Variety of Public Activities

Schools in North Carolina generally had a day or night public open house during observance of American Education Week, November 10-16. Special assembly programs were the rule.

Special meetings were held by agencies that share sponsorship of the event with the schools—parent-teacher associations, American Legion posts, North Carolina Education Association groups, and others. The nationwide observance is sponsored by NEA, the American Legion, National Congress of Parents and Teachers, and the U. S. Office of Education. Services in some churches on Sunday, November 10, made note of Education Week, according to news reports from across the State. Local radio programs featured the occasion, including a week-long series at 4:30 p.m. daily by Fairmont schools personnel over station WFMO.

At Concord, the city schools PTA Council and the Concord city unit of NCEA jointly sponsored an evening program, with Dr. Joseph M. Johnston as guest speaker on "State Standards for School Accreditation." Dr. Johnston, of the North Carolina Department of Public Instruction, is head of the Governor's School summer program for exceptionally gifted and talented, is in charge of the North Carolina merit pay study, and is a member of the administrative council of the Commission on Secondary Schools in the Southern Association of Colleges and Schools.

The Shelby unit of NCEA co-sponsored a tea with the Shelby PTA Council for members of the Future Teachers of America.

In many communities the civic club weekly meetings featured Education Week. Posters and school displays were shown in retail stores.

The observance carried through Monday, November 18, at Shankletown School, Cabarrus County. The final day's program included a speech by County Superintendent of Schools C. A. Furr. The school staff, local ministers and business men, and a faculty member of Barber-Scotia College were featured

during the week's observance. Music for programs was provided by the school chorus.

Extensive newspaper coverage included an elaborate section in the Mount Airy News of November 8, and an entire issue dominated by Education Week news in the Mount Airy Times and the Elkin Tribune.

Vocational Training Fields Surveyed in Forsyth County

Winston-Salem/Forsyth school administrative unit, and businesses, hospitals and industries in Winston-Salem and Forsyth County are cooperating in a survey of employees' needs for high-school-trained technicians, and of abilities of the high schools to train such technicians. The survey is directed by Dr. Franklin J. Keller, a consultant for the North Carolina Department of Public Instruction.

Dr. Keller is a retired principal of the Metropolitan Vocational High School in New York City. Among the better known books he has written are "The Double-Purpose High School: Closing the Gap Between Vocational and Academic Preparation," 1953, Harper and Brothers; and "Vocational Education," Forty-Second Yearbook, Part I, 1943, National Society for the Study of Education, University of Chicago Press.

Dr. Keller pointed out much remains to be done in expanding high school vocational education from its present chief offerings of vocational agriculture, distributive education and industrial cooperative training. Industrial education center offerings are mainly beyond the high school level, and will be more so as they become technical centers or community colleges. He said capable high-school trained technicians graduates should be able to start work at salaries about \$3,600 a year, and reach a ceiling about \$6,500 a year. He cited a particular need for hospital technicians as an example of a field in which openings exceed availability of qualified persons who could be prepared in some high schools.

Department Sponsored School Planning Conference Attracts 400 Educators, Engineers, Architects

During the weekend, November 7-9, the 1963 "School Planning Conference" was held in Raleigh, with approximately 400 in attendance, according to Dr. J. L. Pierce, director of the division of school planning in the State Department. Ninety-four of the State's 171 administrative units were represented by 106 superintendents and their assistants. Architects in attendance numbered 139; engineers, 44; and school board members, 17.

Speakers for this conference included five national and international authorities. William W. Caudill, chairman of the department of architecture at Rice University and a principal in the firm of Caudill, Rowlett, and Scott, addressed the conference on "The School—An Environment for Learning" and later, on "Trends in School Design." Caudill's firm has designed more than 400 schools in 22 states and has received 29 national awards for design. Fred S. Dubin spoke on "Thermal Environment for Education." Dubin, a practicing engineer with a staff of 90 associates in Hartford, Connecticut, is also an author, lecturer, consultant, and an associate professor at Columbia University. On occasions he has been guest lecturer at the School of Design at North Carolina State.

Speaking on "Some Common Sense for School Acoustics," Robert B. Newman stressed the importance of recent research in the area of acoustics. Newman is associate professor of architecture at M.I.T. and is vice president of Bolt, Beranek, and Newman, Inc., consultants in acoustics, Cambridge Mass. "Some Thoughts on the Psychological Impact of Architecture" was the topic discussed by William H. Ittleson, chairman of the department of psychology at Brooklyn College of the City University of New York. Ittleson is also an electrical engineer and a noted international consultant on the psychological effects of architecture on behavior.

Charles Dana Gibson, chief of the bureau of school planning in California, discussed "Visual Engi-

neering as a Factor in School Building Design." Gibson is nationally regarded as an expert in the area of school lighting. John L. Cameron, chief, school housing section, U. S. Office of Education, moderated the symposium in which all guest lecturers participated.

This conference was sponsored by the Division of Superintendents of the NCEA, the North Carolina Chapter of the American Institute of Architects, the Professional Engineers of North Carolina, the School of Design of North Carolina State, and the North Carolina Department of Public Instruction.

Globalizing Total Program Is Aim in New York College

To globalize its total program of teacher education, the Plattsburgh (New York) State University college for teachers asked all academic and professional departments to review their curricula to determine if offerings were preparing students for world understanding. An aim is to expose the future teachers daily for four years to "an education for international understanding," as an experimental project sponsored jointly with the American Association of Colleges for Teacher Education and the National Council for Social Studies.

The experiment is described in the magazine "Intercom—A World Affairs Handbook," published six times a year by the Foreign Policy Association, Inc., 345 East 46th Street, New York, N. Y.: "All of the college's divisions have been able to tie the project's objectives into their courses." The magazine cites examples in "art courses, home economics, mathematics," besides anthropology, sociology, psychology, and languages.

"The program has also made an impact in the Plattsburgh community. . . Church services throughout the city emphasized the need for ways of promoting better international understanding."

Public Relations

Ideas from Mooresville city schools include a students' speakers bureau scheduling youngsters to speak before local civic organizations, and a welcome kit for parents of children entering school for the first time to include: a copy of the school program, list of administrators and faculty members, information about the school's savings, fire, and safety programs; sample menu from the cafeteria; list of extra curricular activities available, list of school fees, and other items of interest to parents.

Authority to Discipline Continues for Teachers

Parents asking, "To what extent may teachers punish their pupils?" were answered by Robert E. Lee of the North Carolina Bar Association writing in a newspaper article published October 24 in the Elkin, N. C., Tribune newspaper.

Lee said, "Teachers, whether in a private school or public school, have a legal right to punish their pupils in relation to matters that affect the discipline and morale of the school. In North Carolina a teacher is not amenable to the criminal law or liable in a civil action for damages unless he has inflicted permanent injuries or has acted maliciously."

The article referred to action of the North Carolina General Assembly in 1959 intended to remove all doubt about authority of teachers to discipline pupils. As provided by amendment of Chapter 115, Section 146, of the General Statutes, this says, "Principals and teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order. No county or city board of education or district committee shall promulgate or continue in effect a rule, regulation or bylaw which prohibits the use of such force as is specified in this section."

Lee referred also to a decision of the Supreme Court of North Carolina confirming the authority of teachers to use appropriate disciplinary punishment under terms of the law.

Plant Renovation Requires Laborers to Read, Figure

New equipment being installed in a \$20 million renovation of the Alcoa aluminum manufacturing plant at Badin requires that laborers be able to read dials and charts. Twenty-one Negro employees of the plant who were unable to read and make simple arithmetic computations are enrolled in classes arranged by the plant as a result of survey of educational needs for the coming new operations.

The Rowan Industrial Education Center at Salisbury cooperated with the plant in developing the courses of instruction now given at Badin. Eddie LeFrancois of the Center is in charge. The oldest worker enrolled was reported as 64, and many have expressed a heartfelt appreciation for the opportunity.

Library Chief from Chile Visits in North Carolina

The chief of the Educational Documentation Center in the department of education of the Republic of Chile observed school library services and curriculum library activities in North Carolina for three weeks, October 21-November 9. The visitor, Miss Graciela Stowhas of Santiago, Chile, attended the annual convention of the North Carolina Library Association in Durham, October 24-26.

Miss Stowhas is on a six-months tour of school libraries, educational documentation centers, and curriculum laboratories in the United States, sponsored by the U. S. Office of Education. After her return to Chile, she will contribute her findings in her responsibility for improving school libraries throughout that country, and for establishing new libraries, the Office of Education said.

Miss Stowhas has a bachelor's degree, a Spanish teacher's certificate, and a librarian's certificate based on three graduate years of study at the University of Chile, awarded in 1962.

Public Schools Get 60.4 Percent of General Fund All Education Takes 69 Percent of Each Dollar

Expenditures from General Fund Appropriations for the fiscal year ended June 30, 1963, for operation of the public schools totaled \$231,880,178, 60.4 percent of total General Fund expenditures, according to the State Budget Bureau. This total included State administration, scholarship loan funds for prospective teachers, various educational programs, in addition to the support of the nine months term.

Expenditures for all education as classified by the Budget Bureau totaled \$265,094,980, or 69.0 percent of the total General Fund ex-

penditures. In addition to the support of State institutions of higher learning, the term "education" included support for the schools for the blind and deaf, the Department of Archives and History, the State Library and aid to public libraries, the State Art Museum, the Department of Administration for community colleges, the N. C. Symphony Society, and various commissions.

Of each dollar expended from the General Fund, which does not include any funds for highways, the following amounts were expended:

<i>Purposes</i>	<i>Cents</i>
General Government	2.7
(Other than Education)	
Public Safety and Regulation	1.0
Public Safety and Regulation	1.0
Correction	2.3
Public Welfare	3.4
Education—Public Schools	60.4
Other Education	8.6
Non-Highway Transportation	.1
Health and Hospitals	8.8
Natural Resources and Recreation	1.2
Agriculture	1.8
Retirement and Pensions	2.7
Debt Service	2.7
Total	100.0

Education for the public schools included expenditures for the following amounts and purposes:

1. Department of Public Instruction	\$ 672,786
2. Program Relating to Merit Pay for Teachers (adm)	27,733
3. Support of Nine Months Term	214,541,762
4. Compensation for Recognized Merit in Teaching	120,000
5. State Board of Education (adm)	375,823
6. Vocational Education	7,743,248
7. Purchase of Free Textbooks	3,820,945
8. Vocational Textile School	90,887
9. Purchase of School Buses	2,471,202
Reserved	108,226
10. Plant Construction, Improvement and Repair Fund	108,800
11. Vocational Rehabilitation	942,325
12. Industrial Education Centers	341,776
13. Trainable Mentally Handicapped	304,319
14. National Defense Education	122,244
15. Education by Television	68,725
16. Curriculum Study and Research	83,406
17. Professional Improvement of Teachers	133,971
18. Teacher Education Scholarship Fund	540,000
Total	\$231,880,178

Professional Staff Members Join Department

Professional staff members who joined the Department of Public Instruction since the start of the fall term of school include Gerald C. Hudson, psychologist in the special education section; Mrs. Mary Jo Plyler, editorial assistant in the special education curriculum library; Gale Koonce, records analyst in teacher recruitment, scholarships, and placement; and W. T. Ellis, Sr., district supervisor of vocational agriculture education for eastern North Carolina.

Mr. Hudson was acting director of juvenile court services in Savannah, Georgia, where he served for more than two years. He supervised juvenile probation services, provided vocational and educational guidance and psychological therapy services, and supervised in-service training of the juvenile court staff. He holds bachelor of science and master of science degrees in psychology from the Richmond Professional Institute of the College of William and Mary at Richmond, Virginia. He attended grade school and high school at Montgomery, Alabama. He is married, has two children, and lives in Raleigh.

Mrs. Plyler was editorial assistant in psychology at the University of Missouri, Columbia, 1962-63, and was a counseling and placement specialist in the Employment Security Commission at Columbia, Missouri in 1961-62. She has a bachelor of arts degree in English from Meredith College, Raleigh, and has completed work for the master's degree in rehabilitation counseling, except for thesis, at North Carolina State of the University of North Carolina, Raleigh. A native of Jefferson, North Carolina, she attended grade school in Ashe County and high school at Whiteville.

Mr. Koonce is a June 1963 graduate of East Carolina College, Greenville, with a bachelor of science degree and a North Carolina "A" Certificate as a teacher in Business Education. He was business manager of the student yearbook during his senior year. He grew up in Rocky Mount, where he attended public schools. His addition to the staff will permit the supervisor of

teacher recruitment and scholarships to spend more time in the field especially in the Prospective Teacher Scholarship Loan program.

Mr. Ellis has bachelor of science and master of science degrees from Agricultural and Technical College, Greensboro; he took additional advanced work at Cornell University. He was a vocational agriculture teacher at Conetoe High School, Edgecombe County, and earlier in Columbus County public schools. He also taught in the Veterans Farmer Training Program after World War II. He replaces J. W. Warren, Jr., who is on educational leave for advanced work at Ohio State University.

900 Attend Special Education Conference

More than 900 individuals attended the fifteenth special education conference, sponsored by the Department of Public Instruction and the Charlotte-Mecklenburg public schools, November 7-9, in Charlotte. Theme of the conference, around which addresses, discussions, panels, film presentations, demonstrations, symposiums, visits, and exhibits were planned, was "A Comprehensive Approach to Problems in Special Education."

The three-day program included five major addresses, one of which was by Superintendent Charles F. Carroll, in which he stressed the phenomenal growth of special education in North Carolina, until today it serves approximately 35,000 pupils with 924 teachers in 145 of the State's 171 administrative units.

Other addresses were by Dr. A. Craig Phillips, "Down Many Paths"; Dr. Lloyd Dunn, chairman, department of special education, George Peabody College, "New Educational Research in Mental Retardation"; Dr. Darrell J. Mase, professor of speech, University of Florida, "The Crooked Paths"; and Dr. Ruth B. Irwin, associate professor of speech, Ohio State University, "Improving Public School Services as Related to Articulatory Problems."

One of the outstanding features of the conference was a symposium, "Language Development for Men-

Harnett County Defeats Bonds and Consolidations

Harnett County voters on October 19 defeated a proposed bond issue of \$4 million for consolidating the county's 10 high schools into three senior high schools. The vote was 1,419 for, and 3,421 against.

Some precincts voted more than 10-to-1 against, including the four precincts in Dunn which tallied 113 votes for and 1,192 against. Thirteen of the county's 21 precincts voted against. A margin of 14 votes was reported in Lillington, the county seat, with 213 for and 199 against.

tally Retarded Children," in which four national specialists participated.

The conference was planned by Felix Barker, director of special education in the Department of Public Instruction, by members of the special education staff, and by H. Jay Hikes, director of special education in the Charlotte-Mecklenburg public schools.

Outstanding Bus Drivers Will Be Honored in Wilkes

Wilkes County school bus drivers with outstanding performance records will be honored at an awards banquet at the end of the current school year. Members of a sponsoring committee of school officials and others concerned with school transportation and highway safety in the county were announced November 5. The recognition dinner will be donated by Holly Farms Poultry Industries of Wilkesboro, whose safety director, T. C. Goodwin, was named chairman of the group.

Seven points of qualification were adopted for drivers: attitude, good safety record with no confirmed violations, regularly maintained schedules, discipline and care of children transported, proper care of bus and equipment, adequate records and reports, and at least 30 days of successful driving during the school year.

The Attorney General Rules...

Setting Up Mobile Unit As Chapel

In reply to your recent inquiry: I have your letter along with copy of letter of _____, Methodist Minister, _____, North Carolina.

It appears that the ministers have been discussing the possibility of setting up a mobile unit as a chapel for religious training of young people in conjunction with their school attendance. The program would be conducted in cooperation with the school administration and would be an elective procedure on the part of parents and children. I get the impression that the program is not to conflict in any way with the conduct of classes or the normal public school program.

In the case of *ZORACH v. CLAUSON*, 343 U. S. 306, 96 L. ed. 954, 72S. Ct. 679, a program of release time, upon written request of parents, was held to be constitutional and valid where the religious courses were operated outside of the school building. This case distinguishes the case of *ILLINOIS EX REL MCCOLLUM V. BOARD OF EDUCATION*, 333 U. S. 203, 92 L. ed. 648, 68 S. Ct. 461, 2 ALR 2d 1338, on the ground that in the McCollum Case classrooms of public schools were turned over to religious instructors. I quote a portion of the summary of the decision in the Zorach Case which fully explains these distinctions, as follows:

"New York City has a program which permits its public schools, upon written request of the parents, to release during a school day those students who attend religious courses operated outside the school building by, and at the expense of, a duly constituted religious body, all other students to remain in the classrooms. This program was attacked in the state courts as violating the provisions of the First Amendment which, as embodied in the Fourteenth Amendment, prohibit the states from establishing religion or prohibiting its free exercise. In upholding the

validity of the program the state court below refused to grant a trial on plaintiffs' contentions that the system was in fact administered in a coercive way, because this issue had not been properly raised in the manner required by state practice. "In an opinion by DOUGLAS, J., six members of the Supreme Court upheld the validity of the program. The case of *ILLINOIS ex rel. McCollum v. Board of Education*, 333 U. S. 203, 92 L. ed. 648, 68 S. Ct. 461, 2 ALR 2d 1338, in which the opposite result had been reached as to the Illinois 'released time' program, was distinguished on the ground that in that case the classrooms of public schools were turned over to religious instructors."****

I believe, therefore, the program outlined in this minister's letter, if conducted on a basis of parents' request, outside of and off of the school grounds and premises, and at such time as not to conflict with the public school operation, would be constitutional and valid. Attorney General, October 10, 1963.

Contract for Food Services

In reply to your recent inquiry: You inquire as to the legality of a county or city board of education entering into a contract with an individual or a corporation to offer food services at a public school. The board of education owns the building, the cafeteria, and all the facilities. These facilities would be turned over to the contracting party who will prepare and sell the food. The contracting party enters into the agreement with a motive of making a profit.

All I can tell you on this subject is what you have quoted in the statute (G. S. 115-51) and that is "all lunchrooms and cafeterias operated under the provisions of this section shall be operated on a non-profit basis."

To me the statute means exactly what it says—the element of profit cannot enter into the operation of a public school lunchroom. Attorney General, August 20, 1963.

Race Provision In Constitution

In reply to your recent inquiry: Your letter sent to Dr. Carroll, State Superintendent of Public Instruction, has been referred to this Office for reply.

You state that in your opinion Article IX, Section 2, of the Constitution of North Carolina relating to separation of the races is no longer in effect. You inquire as to the present official position of the State of North Carolina as to the separation of the races.

The Supreme Court of North Carolina has answered this question in the case of *CONSTANTIAN v. ANSON COUNTY*, 244 N. C. 221, 227, 228. In that case the Court said:

"The mandate to the General Assembly (Article IX, section 2), and the mandate to the board of commissioners of each county (Article IX, section 3), discussed above, were part and parcel of the original (unamended) Constitution of 1868. These are the constitutional mandates upon which our public school system is based. See, also, Constitution of North Carolina, Article I, section 27; Article IX, sections 1, 4, 5, 8, 9 and 11. It was the amendment of 1875, which provided that, in obeying the original mandates, a specific method was required, namely, that "the children of the white race and the children of the colored race shall be taught in separate public schools." Only that portion of the 1875 amendment which purports to make mandatory the enforced separation of the races in the public schools is now held violative of the equal protection clause of the Fourteenth Amendment to the Constitution of the United States. . . . The fallacy underlying this contention is that the mandatory requirement as to enforced separation, incorporated in Article IX, section 2, by the 1875 amendment, is no longer the law in North Carolina."

I think the official position is that the race provision is no longer the law. Attorney General, October 18, 1963.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1958

Mrs. Anne W. Maley, State Supervisor of School Lunch, was elected president of the American School Foods Association at its annual convention held in Philadelphia, November 16-20.

Ten Years Ago, 1953

Catherine T. Dennis, State supervisor of home economics education, was named Tar Heel of the Week by the Raleigh News and Observer in its November 15 edition.

A. C. Reynolds, formerly superintendent of the Buncombe County schools, died at his home in Asheville on October 4 after a lingering illness.

Fifteen Years Ago, 1948

Dr. Clyde A. Erwin was re-elected to the office of State Superintendent of Public Instruction at the general election in November, and will begin his fourth term in January.

S. E. Duncan, Inspector of Negro High Schools, has been granted a leave of absence from the Department of Public Instruction to study at Cornell University.

Twenty Years Ago, 1943

There were 3,742 courses given during 1942-43 under the Rural War Production Training Programs to 55,461 persons ranging in age from 17 to 65 years old.

Rev. Cuthbert E. Allen, head of the Department of Social Sciences of Belmont Abbey Junior College, Belmont, was selected president of the North Carolina College Conference at its 1943 annual meeting held in Greensboro recently.

Twenty-five Years Ago, 1938

The question to be discussed this year by the high schools participating in the Statewide triangular debates sponsored by the Extension Division of the University of North Carolina will be: "Resolved, That the United States should establish an alliance with Great Britain."

Dr. James E. Hillman, Director of the Division of Professional Service, is the proud father of a son, James E. Jr.

School Construction Cost Averaged \$1,075 Per Pupil

The average per pupil cost for all new public school plant construction in North Carolina in the 1962-63 school year was \$1,075, according to the Division of School Planning. Elementary school plants cost nearly \$1,000 per pupil, and high school plants about \$1,500 per pupil.

High school construction costs more because of separate and larger gymnasiums and auditoriums, larger libraries, laboratory and vocational education facilities.

Cost of construction may vary 5 to 10 per cent at different times of the year, depending on how busy contractors are. The director of school planning, Dr. J. L. Pierce, pointed out that larger buildings generally are cheaper per pupil. In school plants designed for expansion by addition of classrooms, cost of the rooms added later is less per pupil than for the original structure.

Booklet Guides Pre-School Home Teaching of Retarded

How parents can help prepare a retarded child for the most nearly normal performance upon entering school is the subject of a comprehensive, condensed booklet by Mrs. Margaret Hill, education chairman of the Wyoming state branch of the National Association for Retarded Children. Issued in September, the publication is "The Retarded Child Gets Ready for School," Public Affairs Pamphlet No. 349, copyright 1963 by Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N. Y., 28 pages, price 25 cents, with lower rates on quantity orders.

The first 20 pages are devoted to understanding the retarded child. The remainder discusses pre-school teaching activities in the home. The sponsoring Public Affairs Committee is a nonprofit educational organization founded in 1935 with the purpose "to develop new techniques to educate the American public on vital economic and social problems and to issue concise and interesting pamphlets dealing with such problems."

MAKING TODAY'S NEWS

Greensboro. Working with young people who have dropped out of high school is important but working with potential dropouts is even more important, city school officials told members of the Greensboro PTA Council today. *Greensboro Record*, Nov. 12.

Columbus. Columbus County is the third county in North Carolina to be granted a charter for a community college under the present biennium program of the State Board of Education. *Wilmington News*, Nov. 8.

Wake. The State Local Government Commission Tuesday sold \$4 million worth of Wake County school bonds to a New York syndicate headed by the First Bost Corp. *News and Observer*, Nov. 13.

Wayne. The Wayne Action Committee will meet tomorrow night at 7:30 in the county Board of Education Building to begin the planning of educational, economic, and social improvement projects in the county. *Fayetteville Observer*, Nov. 11.

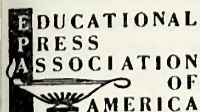
Haywood. State inspectors will be in Haywood Thursday to look at possible school sites for the new high schools and North Canton Elementary School. *Canton Enterprise*, Nov. 11.

Morganton. The Morganton City School Board last night discussed everything from the proposed community college to the role of the PTA, school insurance, and the question of when county officials will know how much money revaluation will bring in. *The News Herald*, Nov. 12.

Carteret. The county board of education decided Monday to take a financial problem to the county commissioners. Construction of West Carteret high school is presently estimated to cost \$1,340,000, and the education board is wondering just where the money can be gotten. *Carteret County News-Times*, Nov. 8.

Charlotte - Mecklenburg. Charlotte-Mecklenburg won long-delayed State approval Thursday of a uniform system of textbook purchasing for the former city and county schools. *The Charlotte Observer*, Nov. 8.

NORTH CAROLINA 'C SCHOOL



JANUARY, 1964

RALEIGH, NORTH CAROLINA

BULLETIN

CARRIE L. BROUGHTON
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Top Ten Events in School News of 1963 Selected by Educational Press Association's President

The top ten education news events in the nation for the calendar year 1963, as selected by the president of the Educational Press Association of America, Ben Brodinsky, were the following.

1. The U.S. Supreme Court declared that for school boards or other legal agencies to require Bible reading and recitation of the Lord's Prayer in schools is unconstitutional.

2. Governor George C. Wallace temporarily blocked the admission of two Negro students to the University of Alabama. Four hours later the state's national guard troops were federalized and the governor was powerless to stop the admissions.

3. Chicago Negroes and whites held the largest civil demonstration in history of this country, up to that time, protesting de facto segregation in public schools.

4. Prince Edward County, Virginia, had a free public school for Negroes and whites for the first time since 1959, but without county support. The school was opened by the Free School Association in the R. R. Moton High School building at Farmville, a public school building. Current expenses were paid by private funds (The Prince Edward School Foundation continued to operate a private school on a segregated basis, supported by tuition charges and donations.)

5. President Kennedy sponsored an effort to keep children in school and to return dropouts to school. He sent a letter to every school board chairman in the country. The President then allocated \$250,000 from emergency funds to apply on salaries of 600 counselors to work on dropout problems in 62 communities of 23 states and the District of Columbia. The counselors staged a door-to-door campaign and

persuaded about 75,000 dropouts to return to classrooms in September.

6. Utah public school teachers voted to withhold signatures from their 1963-64 contracts, seeking more state expenditures per pupil and larger salaries. The National Education Association pledged a \$500,000 fund and all possible legal help. The Utah teachers agreed to arbitrate and to return to work in September.

7. Congress in December passed a college construction bill and increased federal funds for vocational education in the states. The college aid bill passed on December 10 calls for \$1,195,000,000 to be used over three years to help public and private colleges build classrooms, libraries, laboratories, and other facilities. The Vocational Education Act of 1963, passed on December 13, increases federal funds to states for vocational training purposes from the \$57 million in the previous year to \$60 million in 1964, to \$118.5 million by 1965, to \$177.5 million by 1966, and to \$255 million in each year thereafter.

8. Dr. James B. Conant published a book, "The Education of the American Teacher," criticizing the preparation and certification of teachers.

9. The NEA Project on Instruction completed a three-year, \$300,000 study re-examining the questions of what to teach and how to teach during the coming decade, publishing its findings in four reports: "Schools for the 60's"; "Education in a Changing Society"; "Deciding What to Teach"; and "Planning and Organizing for Teaching."

10. The National Defense Education Act had its fifth anniversary on September 2. In the five years, some \$800 million had been paid

Intensive Stay-In-School Work Proposed in Guilford

A reinforced program to raise the aspirations, educational level, and skills of dropouts and potential dropouts in the three school administrative units of Guilford County—Greensboro, High Point, and Guilford County schools—was proposed on December 11 by the Guilford County Committee for Continued Attendance in the Public Schools. This committee is composed of Guilford County citizens.

The committee presented its proposal to Governor Terry Sanford, and suggested that the expected cost of \$302,100 for three years might be financed by the North Carolina Fund. The objective stated in the proposal is "to provide through the experimental project successful examples of procedures and techniques which will serve as models for continuing the project and expanding it" in other communities.

The plan would intensify present programs of all kinds designed to keep children in school and provide for appropriate curriculums, guidance, job opportunities, and community support. The proposed annual budget of \$100,700 for each year of the project would provide \$69,200 for additional professional personnel, \$20,500 for clerical personnel, and \$11,000 for supplies, equipment, and travel. Nonpaid lay and professional persons in advisory groups would be used extensively outside the schools.

out by the Federal Government to support selected segments of education (mainly sciences, mathematics, languages, and counseling, including assistance in preparation and in-service education of teachers and in acquiring classroom and laboratory equipment).

Superintendent Carroll Says...

(Excerpts from address made at dedication of Adkin High School, Kinston, November 3, 1963.)

What major competencies shall we help the child to develop within and for himself? I believe most of the major competencies of the educated person fall within these three "Cs":

1. Communication skills (reading, writing, speaking, listening)
2. Computation skills (or quantitative thinking founded in arithmetic and science)
3. Citizenship skills (including care of self—health, physical education, nutrition, safety); the development of moral and spiritual values; and the development of a salable skill, based upon the knowledge that all honest work is honorable.

Does not every subject within the school curriculum, especially within the high school, fall within one or more of these three "C's"? Through the communication skills—reading, writing, speaking, listening—we use the medium which we think, through which we learn, through which we express ourselves, and through which we maintain relationships one with the other. Language is the tool with which people think. Mathematics provides tools also through which we think. The same is true with science.

I would emphasize above everything else today the third "C"—citizenship skills—and particularly that part dealing with the development of a salable skill based upon the knowledge that all honest work is honorable. Within the past two years, I was privileged to serve as a member of the President's Panel of Consultants on Vocational Education. In a speech early in 1961, President Kennedy expressed the wish that all vocational and technical education in the United States might be reviewed, evaluated, improved, and redirected. Twenty-two persons, with such assistance as we might want and need from every possible source, were delegated with the responsibility of this Study. We looked to see what we have done in this nation in the field of vocational and technical education, what we are doing, and what we should be doing. We gave particular attention to the work force of 87 millions of people that we shall have in this nation within the 1960-70 decade. Some of our recommendations are in process of receiving favorable treatment at the hands of the Congress at this very minute. But there is no likelihood that the subject of employment and employability will disappear either in its extensiveness or within its intensity in this decade. This very day it is estimated that at least one million American youth 16-21 years of age are neither in school nor in employment. The number is increasing because in 1963 one million more youth will attain age 16 than in 1962. Many of these unemployed youth are unemployable because they do not possess a skill. One reason so many of them do not possess a skill is because they do not have the proper attitude toward the place of work within their lives. It is at this very point that every teacher in every subject and at every grade level has opportunity and responsibility. It is difficult enough even for the skilled person with the proper attitude to find employment. Since World War II production in this country has increased 67 per cent, whereas the work force has increased only 3 per cent. Opportunity for employment for the unskilled and for the person without proper attitude is going to be increasingly difficult. I hope that within this school and within every other school in North Carolina you will give top priority to this realistic educational need.

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L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, RONALD E. WARE
January, 1964

Absenteeism, ignorance, sloth, immorality, school dropouts, delinquency; these are the real enemies of any people.—A. M. Secrest, publisher S. C. Chronicle.

Things just don't happen—they are made to happen.—J. F. Kennedy

The good teacher first has to make contact with his pupils—Frederick M. Raubinger, N. J. Commissioner of Education

Think what would happen in this country if we declared war on ignorance.—Secretary of Labor Wirtz

The kind of education we develop now will determine our cultural strength a generation hence.—Superintendent Paul F. Johnson of Iowa

As education is our might, at home and abroad, let us worry about its strengthening as we do about our gold supply, our missiles, and the race to the moon.—David D. Henry

The education issue today is not control. The issue is conscience. Nobody is going to control our children but Americans. We must dedicate all our efforts and all our strength to that end. We must be sure conscience controls us and not fears.—President Lyndon Johnson

Teaching, at any level, is an art. As such, it relies on scientific principles to promote learning, but the quality of teaching, itself, is determined by the creativeness, knowledge of content, ingenuity, depth of understanding, initiative, and insights of the individual teacher. The effects of teaching, like those of other arts, are frequently subtle and difficult to appraise; yet, at the same time, they may be long enduring. The way a teacher teaches not only determines whether students will master necessary skills and become familiar with areas of significant knowledge; it influences, also, attitudes, appreciations, values, behavior—the total outlook of the student toward learning and life.—Lindley J. Stiles

The High Cost of Boredom!

Of all the reasons bandied about concerning adolescent dropouts, sheer boredom on the part of students is often disguised in phrases such as, "lack of motivation," "needs which are being unmet," "lack of individualized or personalized instruction," and others of similar vein. These concepts have meaning, to be sure; but closer attention to what constitutes boredom might be profitable for teachers and administrators alike.

Essentially, students are bored when that for which they are responsible has little or no meaning to them. Indeed, such a situation might stem from the reasons implied in the above phrases; or it might stem from such realistic and commonplace situations as the following:

- monotonous repetition of that which has been learned
- expectations which cannot be met
- expectations which do not challenge
- over-emphasis on some one phase of the school program
- interpersonal relationships which cause students to feel unwanted, humiliated, inferior, uncreative, and the like
- lack of variety in teaching techniques
- lack of teaching aids and materials which are compatible with the ability, achievement, emotional, and maturity levels of students.

Whatever causes boredom in the classroom lessens the chances students have for learning. Evidence continues to mount which supports the contention that students learn best when they understand the purposes of educational experiences, when they are aware of their potential value, and when they willingly assume responsibility for learning.

Vigorous efforts to eliminate boredom in the classrooms of North Carolina, with emphasis on purposeful learning, would do much to raise standards throughout the State. Moreover, an intensified campaign in this direction would likely reduce dropouts to a very notice-

able degree. Adolescents crave responsibility and a sense of achievement.

Administration With a Heart and With a Head

School administration was recently defined as the process of bringing *together* a healthy and ready child, a concerned and competent teacher, plus an appropriate learning experience in such a manner that all concerned have reason to be satisfied.

An analysis of this definition leaves little to be desired in view of the main objectives of education as they are glibly yet seriously enunciated from community to community.

"A healthy and ready child" suggests the responsibility of home, school, and other agencies for sound physical, emotional, and mental health. "A concerned and competent teacher" suggests the significance of effective preparation of those who demonstrate genuine interest in youth and the profession of teaching itself. "An appropriate learning experience" suggests the necessity of recognizing that differences in individuals demand differences in content, method, materials, guidance, and evaluation.

This concept of educational administration approaches that quality and type about which philosophers, theorists, and practicing school people dream and hope to extend. Administration of this type is more than management; it is more than efficiency. Essentially, it is educational leadership of the highest caliber; it is educational statesmanship; it is the happy coincidence of knowing what good instruction is, why it is good, and how to bring it about. It is management plus a sensitive feeling for how teachers and students work together best; it is efficiency without efficiency being the end of all activity; it is head and heart collaborating toward the creative maturation of other heads and other hearts!

"Nor Yet the Last..."

Teachers and administrators over the years have, for the most part, been a conservative lot. And this characteristic, no doubt, has been responsible for much of the sound progress which schools have made. Precipitous action, hasty decisions, and uncritical conclusions in the area of education on numerous occasions would likely have deterred progress immeasurably at local, state, and national levels.

On the other hand, reluctance to accept the findings of research—especially in the area of conditions under which learning best takes place—has been a real deterrent to educational progress. We know, for example, that students learn in terms of their total experiential background; yet too often the personnel folder is the only place where this information is available. We know that students learn in terms of needs which they themselves recognize, yet too often teachers fail to respect this fact for which research has abundant evidence. We know, too, that students learn best in terms of purposes which they understand and which they accept, yet too often dynamic efforts at motivation are by-passed as enthusiastic teachers move on with the work to be covered.

Much is being learned at local, state, and national levels relative to the learning process among all types of students: the retarded, the academically talented, the under-achiever, and others. Is it not time that teachers and administrators throughout the State give more aggressive attention to that which we now know about the whole process of learning to the end that each student at least have a fighting chance to achieve his potential.

Perhaps Pope's maxim has current significance far beyond his original interpretation:

Be not the first by whom the new is tried,

Nor yet the last to lay the old aside.

Interest Grows for Starting Community Colleges In Many Counties; One Seeks Industrial Center

Developments for starting several new community colleges and one new industrial education center or technical institute increased their pace in the State during the past two months. Main activities toward starting new colleges or expanding present industrial education centers to community colleges were in the counties of Columbus, Davidson, Lenoir, Moore, Richmond, Rockingham, Rutherford, and Surry. Main new interest in starting an institute or education center was in Martin County.

Columbus County has preliminary approval from the State Board of Education for establishing a community college. A bond election was scheduled in the county for January 14, 1964.

Davidson County, which already has an industrial education center, is proposing a community college on the same site, with a probable date of conversion to be after July 1, 1965.

Lenoir County and the city of Kinston are conducting a survey on the need for converting the county's industrial education center to a comprehensive community college.

Moore County citizens passed a bond issue for \$1 million on November 5, to support a community college, and the board of trustees for the college held its first meeting on December 4. Presiding was Clifton Blue of Aberdeen, chairman of the trustees. Blue is also speaker of the House of Representatives in the North Carolina General Assembly. The board visited Wilmington College to observe. The site for the Moore County community college is about two miles from Southern Pines on the Carthage Road. The new college is expected to open in September 1965.

Richmond County has preliminary approval from the State Board of Education to establish a community college, and will hold a bond election early in 1964.

Rockingham County on November 19 passed a bond election for \$1.25 million to establish a community college. The site is at Wentworth, the geographic center of the county, between Reidsville and Leaksville.

In Rutherford County, a steering committee of 50 citizens appointed by the county commissioners is investigating the need for a community college. At a meeting November 19 they heard a report from committee chairman J. J. Tarlton and member Morgan Cooper, who had met with officials of the North Carolina Department of Community Colleges in Raleigh a week earlier to learn procedure for establishing a community college. Also present at the meeting November 19 were Superintendent Forrest Hunt of Rutherford County schools, and State legislators Hollis Owens and B. T. Jones. Superintendent Hunt said high school principals and guidance counselors are surveying students to learn how many would plan to attend a community college if it is to be established in the county. If sufficient need is found, the committee will ask the county commissioners to authorize a bond election to pay half the cost of constructing a college plant, and a tax election to pay 15 to 20 per cent of the operating cost.

Also in Rutherford County, on December 6, Fred Eason of the Department of Community Colleges spoke at the Spindale Community Center to members of the Rutherford County Club on the proposal. He said the cost of maintaining a community college in the county should be about 12 cents per taxable \$100 property, according to surveys. Operating expenses should be about \$600 per student each year, with each student paying about \$120 of that cost. A community college should be worth a payroll of \$350,000 to \$400,000 each year in the county. It would attract people and industry, and would have cultural advantages, Eason said.

Surry County has requested a community college, and the proposal was forwarded to the State Board of Education for preliminary approval.

In Martin County the main interest is in the possible need for a technical curriculum, since general college courses are available at East Carolina College at Greenville in nearby Pitt County. As reported in

Barrett Writes Article For National Magazine

An article by Miss Ella Stephens Barrett, supervisor of State guidance services, entitled "College Visitation Workshop," appeared in October issue of *The School Counselor*, published by the American School Counselor Association.

The article describes the first tour made by thirty counselors to thirty-four North Carolina colleges during the summer of 1962 as a means of further acquainting counselors with specific details relative to these institutions. "One purpose of this tour," according to Miss Barrett, "was to determine to what degree such an experience might give counselors adequate information for college counseling, rather than having to depend too often on cumbersome College Days in the many high schools of the State."

In concluding her article, Miss Barrett states: "The enlightenment which counselors received on college facilities, programs, policies, and activities supplied the much needed footnotes to items in the college catalogues that are essential to realistic counseling of students on college choice."

"Along with factual knowledge, the counselors also gained some of the intangible aids for counseling, such as the feel of the college campuses and some of the personalities that make the colleges what they are."

A similar but more extensive project was carried out during the summer of 1963 for Negro and white counselors.

the *Enterprise*, newspaper at Williamston, on November 21, a survey is planned in Martin County to determine the interest of students in grades 9, 10, and 11, for entering a technical school after high school graduation. If the students are interested, the survey will broaden to learn the interest of the residents of the county for establishing and operating a public institution for technical training beyond high school, either an industrial education center or a larger technical institute.

Edwards Succeeds Jenkins As Director of Textbooks

Clifton T. Edwards on January 1, 1964, became Director of the Division of Textbooks, Controller's Office of the State Board of Education. He succeeds Wade M. Jenkins, who retired December 31, 1963, from the position he had held since July 1945.

Edwards was Supervisor of Teacher Recruitment, Scholarship, and Placement, in the Division of Professional Services, Department of Public Instruction, from January 1960 until he assumed the new position. Edwards holds a master of arts in education from the University of North Carolina at Chapel Hill, and a bachelor of science degree in business administration from the same institution. He attended Mars Hill College for the first two years.

Edwards served for one year as an accountant before entering graduate college. After receiving a master's degree in education, he taught elementary grades and mathematics in the city schools of Franklinton and Henderson, and was principal in Henderson, and at Thompson and Fred Olds Schools in Raleigh. He resigned from Raleigh city schools in January 1960 to join the Department of Public Instruction. A native of Vance County, he is married and has three children. The family makes its home in Raleigh.

Jenkins served 42 years in education. He received a bachelor of arts degree from the University of South Carolina in 1921 and a master of arts degree from the University of North Carolina in 1923.

Jenkins began teaching in Lancaster, South Carolina, city schools in 1921. He was a principal in schools of South Carolina from 1921 through 1924, when he moved to Wingate High School at Wingate, North Carolina, as principal. He served as a principal in North Carolina schools until 1944 when he was elected to complete the unexpired term of E. H. Broome as superintendent of Union County schools. In July 1945 he accepted the position of Director of the Division of Textbooks, and remained in that position 18 years to his retirement.

Three Kinds of Diplomas Are Awarded by Durham County High Schools for Different Preparation

Durham County high schools in 1964 will issue three types of diplomas to members of the graduating classes: college preparatory, commercial, and general. Students who will graduate in 1964 and later have pursued curriculums for the diplomas of their choice during the three years of senior high school. Establishment of three kinds of diplomas, and their curriculums, was authorized by the county board of education in February 1961, affecting graduates of 1964 and afterward.

Students earning general diplomas with grades acceptable to colleges are qualified for college entrance if they have planned their prerequisites properly, but the general category includes largely those who prepare specifically for trades taught in the high schools. Several vocational preparatory courses begin at junior high school level and two of the high schools offer brick-laying as a credit course.

Miss Elizabeth Clay, guidance counselor at Southern High School, explained, "every youth should have equal educational opportunities." She elaborated, "Abilities, aptitudes and interests of youth vary. To require them to pursue the same course of study or to award all of them the same type of recognition at the end of their high school career is undemocratic and unrealistic."

For academically advanced students, the schools offer advanced courses in mathematics and physical science to large numbers of students, and in other subjects to smaller numbers. Music, art, home economics, mechanical drawing, industrial arts, distributive education, and agriculture are among the variety of courses that help students pursue special interests. School libraries, science laboratories, shops, and language laboratories provide opportunities for development of special interests, beyond the basic courses required of all students. Guidance and testing programs help students and their families to identify interests, strengths, and weaknesses, and to learn of the variety of career fields

that a student may realistically choose.

The new diplomas serve to demonstrate that a student has fully completed high school preparation in one of the three areas. When the diploma is considered with the student's school record, an accurate appraisal of his preparation can be made by future employers and admissions officers to colleges and other agencies training beyond the high school level.

Classroom Driver Course Is Acceptable for License

Thirty clock hours of classroom instruction in the high school driver education course will be accepted by driver's license examiners as meeting conditions of the 1963 law requiring driver education for applicants 16 years old and under 18 years old.

The State Department of Public Instruction and the State Department of Motor Vehicles jointly approved the following emergency procedure on Friday, November 29, 1963, to help overcome the effects of a heavy demand for driver education:

"With consent of the school and the parent and until further notice, the driver license examiner will accept satisfactory completion of the 30 clock hours classroom phase of the high school driver education course as meeting conditions of the law requiring persons under 18 years of age to have driver education before applying for a license to drive.

"The license examiner will require certification by the school of satisfactory completion of the 30 hours of classroom instruction. This certification will be given on special forms prepared and distributed by the North Carolina Department of Motor Vehicles."

Representatives of the Department of Motor Vehicles are distributing necessary forms and instructions to superintendents of schools, according to the announcement.

North Carolina's 46 Business Colleges Enroll More than 5,000 Students in Approved Courses

The 46 privately operated business colleges in North Carolina had 5,322 students for the fall quarter of 1963, as shown in a summary report presented to the North Carolina State Board of Education on December 5 by Gilmore W. Johnson, supervisor of veterans education and private business, trade, and correspondence schools.

Full-time students enrolled for 25 clock hours of instruction each week numbered 3,550, and part-time students in day or evening classes numbered 1,772.

"Since 1958," Johnson reported, five of the old established colleges have moved into new buildings especially designed by architects for use as private business colleges. These buildings are completely air conditioned and are equipped with furniture and equipment of the most up-to-date design and manufacture. One college now has a building under construction.

"The largest business college in the State has an enrollment of 841 students and a staff of 40 persons. The instructor personnel in all private business colleges are required to meet the standards set by the State Board of Education. Student-teacher ratio is also controlled under these standards."

The private business colleges in North Carolina have been operating under State supervision since 1937 when Chapter 184 of the General Statutes was ratified by the General Assembly at the request of the owners and operators of the schools then in operation in the State. This statute was amended in 1955 to include private trade schools and correspondence schools and further amended in 1957 to define more clearly the scope and intent of the law and to govern business in North Carolina by out-of-State schools.

The State Supreme Court in 1960 declared invalid the section of the law which required representatives of out-of-State business, trade, and correspondence schools to secure a license before soliciting students in North Carolina, and the entire statute was rewritten as Chapter 1175 of the General Session Laws

of 1961 and codified as General Statutes 115-245 through 115-254.1. The current law provides that the State Board of Education, acting by and through the State Superintendent of Public Instruction, shall exercise general supervision over the private business, trade and correspondence schools operating in the State.

The State Board of Education is authorized to establish rules and regulations for the operation of the schools covered in the statute. Compliance with the requirements of the law and the regulations and standards established by the State Board of Education is maintained through supervisory visits made to each school and reports required of the schools. Each school presently pays a licensing fee of \$25 per year.

Faculties

All instructors in the private business colleges must meet the educational requirements established by the State Board of Education. Of the 206 instructors employed in the 46 licensed private business colleges in the fall quarter, 1963, 10 per cent have earned master's or doctor's degrees. Most faculty members have acquired practical on-the-job experience. In several schools, certified public accountants and licensed attorneys are employed on a full-time or part-time basis.

Courses

Standard diploma courses range in length from nine months to twenty-four months and require 100 clock hours of instruction each month. Students pursue courses leading to stenographic, secretarial, executive secretarial, medical secretarial, legal secretarial, general business, junior accounting, business administration, and senior accounting diplomas. In schools that offer electronic data processing, the instruction is included in the general business and accounting curriculums. A high school diploma or a certificate of high school equivalence issued by the North Carolina Department of Public Instruction is required for admission to a diploma course.

Tour of Mediterranean Area Offered for College Credit

East Carolina College offers a 38-day tour of 12 countries around the Mediterranean Sea in Europe, Asia Minor and Africa, for 9 quarter hours credit toward graduate and undergraduate degrees or for teacher's certificate renewal, June 17 through July 24, 1964. Cost is \$1,365 plus \$30 tuition fee for credit students.

Countries to be visited are Portugal, Spain, France, Switzerland, Italy, Greece, Turkey, Lebanon, Syria, Jordan, Israel, and Egypt; cities will include Lisbon, Madrid, Paris, Lucerne, Rome, Athens, Istanbul, Damascus, Jerusalem, and Cairo. The class will take a boat ride to the Isle of Capri, see the Sea of Galilee, cruise on the Nile, and visit the pyramids. A detailed brochure is available from the Extension Division, ECC, Greenville. Delayed payment may be arranged with up to two years to pay, the sponsors announced.

The North Carolina Conference in annual meeting on November 8, 1963, approved a report concerning the possibility of recognizing appropriate credits earned at a business college for persons wishing to continue their education at an accredited junior or senior college. No definite recognition was made. Johnson called this consideration of such credit recognition "a significant break-through, because this is the first such recognition" of the possibility of articulating business college credits with regular college credits in the State.

The Department of Public Instruction publishes a 63-page booklet containing descriptions of the private business colleges in the State. These descriptions were submitted by the institutions themselves. The curriculums, admission requirements, enrollment dates, and approximate costs, are included for each institution. This booklet is Publication Number 344, titled "Opportunities in North Carolina Business Colleges." It is available free to school counselors, librarians, guidance personnel, and high school and business school officers.

Supervisors and Directors of Instruction And Superintendents Hold Annual Conferences

More than 300 supervisors and directors of instruction of the NCEA attended the annual study conference of this group, held in Southern Pines, December 11-13. Miss Ann V. Sherwood, president of the organization, was in charge of the meetings.

Addresses, panels, discussion groups, and exhibits were centered around "the professionalization of supervision," theme of the conference. Special orientation sessions were arranged for new supervisors.

Speakers for the occasion included Dr. Bill Martin, authority in children's literature, who assisted with a two-weeks' workshop at Appalachian State Teachers College last summer; Dr. Richard Miller, of the National Education Association; and Dr. Lorrene Art, director of student teaching, Western Kentucky State College, Bowling Green, Kentucky.

Simultaneously, the winter conference of the Division of Superintendents of the NCEA held its annual meeting in Durham. Superintendent J. P. Booth of Kinston and Vice President Charles C. Erwin planned the program.

Speakers on the program included Dr. Archibald B. Shaw, associate secretary of the AASA, who discussed "Tensions and Temptations in Administration"; and Superintendent Charles F. Carroll, who discussed, "Inescapable Challenges."

As a special feature of the program, the new approach to vocational education was discussed by Dr. Gerald James and members of the vocational education staff; and "Trends in Trade and Industrial Education" was discussed by Charles Bates and his associates. Keith Phillippe presented the topic, "Firemanship Training." Six aspects of education in North Carolina were presented in a symposium entitled, "Education for All Children—The Opportunity and Responsibility of the Public School." Participating in the symposium were William W. Peek, Dr. John Magill, Joseph L. Cashwell, Nile F. Hunt, Dr. Gerald B. James, Dr. J. P. Freeman, and J. Everette Miller.

More than 350 superintendents, assistant superintendents, and other educators attended this three-day conference.

Gifted Program Explained To Wilmington Rotarians

A speech summarizing the growth and activities of the programs for gifted students in North Carolina public schools was made to the Rotary Club of Wilmington on October 15 by J. Dixon Emswiler, supervisor of education for exceptionally talented, State Department of Public Instruction.

Emswiler said the program was established in October 1961 with 30 classes in 15 public schools and now has 220 classes in 84 school units, ranging from grade 1 through grade 12. To qualify for enrollment in a program for gifted, Emswiler said, a student must have an intelligence quotient of at least 120, with demonstrated ability to achieve at two grades higher than the grade level in which he was normally assigned.

Conferences in Foreign Languages and School Planning Feature National Leaders

Sponsored by the North Carolina Department of Public Instruction, the first State foreign language conference was held, November 8-9, in Durham, with more than 200 teachers, supervisors, and administrators present.

Speakers included Fernand Marty of Hollins College, who discussed, "Efficiency in Teaching of Foreign Languages: Is It Worth It"; Esther Baton, U. S. Office of Education, who spoke on "The Challenges of 1963-64"; Edward M. Stack, North Carolina State, whose topic was, "A Second Look at Language Laboratories"; and Superintendent Charles F. Carroll, who spoke on the theme of the conference, "Focus on Change."

In his remarks, Carroll stated: "Mere exposure of more and more students to language instruction is not enough. A simple reading knowledge and superficial skills in a

\$15.6 Million Bond Issue Approved in Mecklenburg

Voters in Mecklenburg County on December 10 approved a bond issue of \$15.6 million for construction of schools and classroom space for about 10,500 pupils from 1964 through September 1967. Just over 20 per cent of registered voters cast ballots, 19,768 of the 98,372 citizens on the rolls. The tally was 15,834 for and 3,914 against.

Total school bonds authorized in the county since the end of World War II amount to \$66.6 million, in nine elections, with all winning approval. In the previous eight elections on school bond issues, from 9 to 14 per cent of eligible voters cast ballots.

The Charlotte-Mecklenburg school administrative unit has more than 70,000 pupils enrolled in more than 100 public schools.

Following the election, the school board on December 11 approved 20 construction projects, including seven new schools, 11 additions, and two gymnasiums, to cost about \$10 million. The board owns land for all the projects except one.

foreign language are no longer sufficient. The needs of government, business, and international studies demand a proficiency in speaking acquired only by a long sequence of study plus revised methods of instruction . . . I salute you as foreign language teachers for your willingness to accept the research available in the teaching of modern foreign languages and for your willingness to apply this research in your daily efforts, even if this necessitates considerable change.

Carlton Fleetwood, coordinator for the NDEA at the State level, discussed "Getting the Most from NDEA": and Virgil Miller, State Department consultant in foreign languages, reported on "A Second-Level Institute in Mexico." During the two-day conference, three films were shown; exhibits and demonstrations were likewise part of the program.

State School Facts

January, 1964

1,189,000 Boys and Girls Will Be Enrolled In Public Schools This Year It Is Estimated

The public schools of the State will have 1,189,000 boys and girls enrolled this year, according to an estimate based on preliminary figures obtained last fall.

These figures showed an enrollment of 1,167,963 for the first month of the year, an increase of 26,892 over the first month's figure obtained a year ago. Applying this percentage increase of 2.36 to the official enrollment of 1,162,171 for 1962-63 gives this year's estimate of 1,189,589. A similar estimate made a year ago as to the 1962-63 enrollment fell just 277 short of the actual enrollment of that year.

A breakdown of the total 1953 fall enrollment shows a five-year increase of 37,514, or 4.6 per cent, at the elementary level as compared with 69,278, or 27.7 per cent, at the high school level. Increases in these areas for these two groups when final figures are used for the school years 1957-58 as compared with 1962-63 show the following: elementary, 42,002, or 5.2 per cent; high school, 59,982, or 24.5 per cent.

This year's total public school enrollment will be more than 100,000 more than it was five years ago. And whereas five years ago the ratio was 23 high school students to 77 elementary, now this ratio is 26 to 74.

was 2,291 greater than the number in this category in 1958-59. Of this number of "new-to-the-unit" personnel, 2,314 were employed in other units in 1962-63, whereas 5,211 were not employed the preceding year. And of this 5,211, 3,033 are "brand new", just out of college, whereas 2,178 are former teachers who have returned to the profession.

On a percentage basis, these figures are divided as follows:

	1958-59	1963-64
New for a particular unit	13.75	16.56
From other units a year ago	5.13	5.09
New teachers this year	8.62	11.47
"Brand new"	5.82	6.67
Former teachers	3.00	4.80

These figures for the two years indicate larger percentage of new teachers, but this increase is no doubt due to the increase in enrollment since 1958-59. The percentage of personnel changing employment from unit remains about the same, 5.13 and 5.09, for the two years. This leaves the percentage of new teachers for the State greater as stated, this increase coming both from "brand new" teachers as well as former teachers.

Local Supplements

The number and percentage of personnel receiving salary, local supplements, other than from

SURVEY OF NORTH CAROLINA PUBLIC SCHOOLS

(Data for end of first month, unless otherwise specified)

1. Enrollment

Items	Fall 1958	Fall 1960	Fall 1962	Fall 1963	5-Year Change
Enrollment in elementary schools, end of first month	810,680	839,916	839,759	848,194	37,514
Enrollment in secondary schools, end of first month	250,491	262,110	300,922	319,769	69,278
Total enrollment, end of first month	1,061,171	1,102,026	1,140,981	1,167,963	106,792
Total enrollment, end of first month year preceding	1,037,362	1,082,013	1,120,372	1,140,981	103,619
Increase	23,809	20,013	19,909	26,982	-1,327
Per cent increase	2.30	1.85	1.78	2.36	.06
Official enrollment for year preceding—Elementary	815,177	844,599	855,700	857,179	42,002
—High school	245,010	261,078	285,874	304,992	59,982
—Total	1,060,187	1,105,334	1,141,574	1,162,171	101,984
(1957-58)	(1959-60)	(1961-62)	(1962-63)	(1963-64)	
Adjustment by above per cent.	24,384	20,449	20,320	27,427	3,043
Total estimated enrollment for year indicated	1,084,571 (1958-59)	1,125,783 (1960-61)	1,161,894 (1962-63)	1,189,598 (1963-64)	105,027 (1959-64)

2. Instructional Personnel

Instructional personnel* employed in elementary schools	27,298	28,600	30,162	30,464	3,166
Instructional personnel* employed in secondary schools	10,758	11,550	13,260	14,938	4,230
Total employed, end of first month	38,056	40,150	43,422	45,402	7,396
Number men employed	3,205	8,825	9,901	10,316	2,171
Number holding Class A and Graduate Certificates*	21,56	21,98	22,80	22,83	1,27
In elementary schools	36,190	38,460	41,811	43,967	7,777
In secondary schools	25,694	27,131	28,822	29,241	3,547
Total holding Class A and Graduate Certificates*	10,496	11,329	12,989	14,726	4,230
Per cent holding Class A and Graduate Certificates*	95.10	95.79	96.29	96.73	1.63
In elementary schools	94.12	94.86	95.56	95.99	1.87
In secondary schools	97.56	98.09	97.96	98.25	.69

Increases in Number

While enrollment increased nearly 27,000 over a year ago, the number of teachers, principals and supervisors increased by 2,030, with the total at end of the month being 45,452. Of this number, 30,464 are employed for work in the elementary schools, whereas 14,988 are employed in the high schools.

Since 1957-58 the number of instructional personnel increased 7,396, from 38,056 to 45,452. This increase was 3,166 for elementary schools and 4,230 for high schools.

Of the total instructional personnel employed this year, 10,376, or 22.83 per cent are men. It will be observed from the table that this percentage represents a slight increase in men since 1958-59, when the percentage was 21.56.

Personnel holding class A and Graduate certificates is gradually increasing, according to the figures obtained. In 1958-59 the percentage in this category was 95.1, whereas in this fall this percentage had increased to 96.73. Percentage for elementary teachers in this group is now 95.99 as compared with a percentage of 98.25 for high school teachers.

The number of personnel teaching out-of-field, that is at a level or area of instruction other than that for which they were prepared, is now only 406, less than one per cent (.89) of the total number employed. This number compares with 533 in this group in 1958-59.

New Personnel

Of this total instructional personnel employed this year, 1963-64, 7,525 are new to the units in which they are employed. This number

Likewise, the number of personnel who were paid entirely from local funds increased from 1,946 in 1958-59 to 2,737 in 1963-64, a percentage increase of 5.11 to 6.02.

Instruction Room Needs Greatly Increase

Additional rooms for instructional purposes have increased greatly this year over last year, as well as five years ago. This need is expressed in terms of 6,102 rooms, as compared with a need of 3,594 rooms a year ago.

According to last fall's survey, a total of 43,936 instruction rooms were available at that time (October). Two main reasons for the need of 6,102 additional rooms were given: For increased enrollment, 2,470 rooms; for replacing unsatisfactory quarters used, 3,632 rooms.

Last fall's survey also indicated that 1,426 rooms were scheduled for completion during this school year. Subtracting this number from the 6,102 rooms needed would leave a shortage of 4,676 instruction rooms at the end of this year.

The number of students enrolled in temporary and unsatisfactory quarters continues to increase, from 39,141 in 1958-59 to 52,649, in 1960-61, to 58,510 in 1962-63, and to 72,669 this year. The increase in enrollment in such rooms within five years has been 33,528.

With the anticipation of another increase in enrollment beginning with the school year 1964-65, it can readily be seen that unless some speed-up is provided the shortage of instruction rooms will remain critical.

New teachers this year	3,279	3,481	3,656	5,211	1,932
"Brand new," just out of college	2,138	2,253	2,533	3,033	895
"Former teachers" returning to profession	1,141	1,228	1,123	2,178	1,037
Per cent new personnel in units this year	13.75	13.60	13.48	16.56	2.81
Less per cent from other units	5.13	4.93	5.01	5.09	—0.04
Per cent new teachers this year	8.62	8.67	8.42	11.47	2.85
Per cent from colleges	5.62	5.61	5.83	6.67	1.05
Per cent "brand new," "former teachers"	3.00	3.06	2.59	4.80	1.80
Personnel receiving local supplement	15,715	18,044	20,084	21,639	5,924
Per cent receiving local supplement	41.29	44.94	46.14	47.61	6.32
Personnel paid entirely from local funds	1,946	2,358	2,663	2,737	791
Per cent paid entirely from local funds	5.11	5.37	6.13	6.02	.91

3. Instruction Rooms

Instruction rooms (classrooms, laboratories, shops) available at the beginning of the preceding school year†	36,685	38,520	40,983	42,546	5,861
New rooms completed during preceding year	1,596	1,614	1,679	1,890	—206
Total instruction rooms	38,281	40,134	42,612	43,836	5,655
Less abandoned rooms during year	570	458	436	602	32
Instruction rooms available at beginning of year	37,711	39,676	42,176	43,334	5,623
Additional rooms needed for increased enrollment	1,459	1,620	1,657	2,470	1,011
Additional rooms needed to replace unsatisfactory rooms	2,247	2,109	1,987	3,632	1,385
Total additional rooms needed	3,706	3,729	3,594	6,102	2,396
Instruction rooms scheduled for completion this year	1,525	1,510	1,144	1,426	—99
Shortage of instruction rooms only at end of the year (not including any needs for increased enrollment for the following year)	2,181	2,219	2,450	4,676	2,495
Students taught in temporary and unsatisfactory quarters	39,141	52,649	58,510	72,669	33,528
Not owned by board	1,825	2,259	1,436	3,238	1,413
Temporary and improvised	37,316	27,602	32,803	49,703	32,115
Overcrowded classrooms	—	22,788	24,271	19,728	—
Buildings operating "double sessions"	30	11	2	3	—27
Pupils enrolled in first session	4,194	747	262	—	—
Pupils enrolled in second session	3,709	689	259	—	—
Total children	7,903	1,436	521	587	—7,316

* Includes teachers, principals and supervisors.

** Class A equals college graduate with professional courses; Graduate equals master's degree and experience.

*** That is, at a level or area of instruction other than for which prepared.

† Does not include auditoriums, libraries, gymnasiums, study halls, lunchrooms and multipurpose rooms.

Kindergartens at Two Schools in Orange County Are in Second Year of Experimental Operation

Kindergartens were operated in two public schools of Orange County during the past and present school year. The two kindergarten classes are at Efland School, under principal Morrison D. Myers, and Efland-Cheek School, under principal J. Y. Joyner. They were started last year as an experiment, in cooperation with psychologists at the University of North Carolina at Chapel Hill. "These kindergartens have been highly successful so far as the children and parents are concerned," said G. P. Carr, superintendent of Orange County schools.

A report of the project says, "In the fall each child is given two tests of ability level and aptitudes. Children in adjacent school districts without kindergartens are sought out and tested in their homes. In addition, mothers of all these children are interviewed by the psychologists to elicit information that might have a bearing on the development of the children. All of the children will be assessed periodically after they enter the regular grades to determine the effects of the kindergarten experience upon their achievements."

Half of the children at each of the two kindergartens receive programmed instruction intended to facilitate their development of ability to perceive, reason, and carry out successful intellectual performance. Their achievements in later grades will be compared with the half of the kindergarten pupils not receiving the programmed instruction.

"When three years and six classes have been completed, findings should become available that could have far-reaching implications for the total education effort," the report says.

State Superintendent of Public Instruction, Dr. Charles F. Carroll, has commented that the kindergarten experiment in Orange County "represents a very distinctive and unique approach to a practical problem and need" in determining the effects of kindergarten instruction on later achievement of pupils.

The Orange County kindergarten

project has financial support from the U.S. Office of Education. The Orange County board of education on March 5, 1962, approved a three-year experiment by authorizing the operation of kindergartens at the two schools, setting the minimum age for attendance at five years.

Treated as Regular Pupils

"Five-year-old children in two districts were enrolled on the same basis as had been customary for six-year-olds," the report from Superintendent Carr says. "With very few exceptions, all parents did enroll their eligible children."

"In all respects—eligibility for bus transportation, use of lunchroom, etc.—the children were simply treated as public school students. No extra fees or other barriers were introduced that might have limited availability of the program to many families in the area. The children remain at school for the full day. Activities are stopped after lunch for a nap period," the report says.

The Efland School and Efland-Cheek School kindergartens for five-year-olds are the first two kindergartens to be established in any public school of the State, as far as school officials know. The Orange County school board asked the Attorney General of North Carolina for opinions on the legality of establishing these classes.

Legality Approved

An opinion of the Attorney General of North Carolina, issued on February 23, 1962, said in part, "The first paragraph of G.S. 115-38 authorizes county and city boards of education to provide kindergartens as a part of the public school system when a majority of the voters at an election authorize a tax to support the same. However, you will see in the second paragraph of the same section that kindergartens may be established in any other manner since the phraseology states 'or established in any other manner'."

The opinion continued, "In our opinion it is legal for you to have a kindergarten and enroll children who are younger than the minimum age requirement . . .

"In our opinion it is legal for you to transport these children on regular school busses if there is sufficient room and not extra expense involved; but you must take reasonable care as to how you transport these children, for, as you know, they are very young . . .

"Such children may participate in the lunchroom program. . . These kindergarten children may participate in the entire school program as far as possible. You are again warned that these are very young children and you must exercise a higher degree of care in the manner in which you handle them in this program."

Most States Support Kindergartens

North Carolina is one of nine states in the United States without a state-supported kindergarten system. The other states that do not support public kindergartens are Alabama, Arkansas, Mississippi, South Carolina, Tennessee, West Virginia, Idaho, and New Mexico, as reported by the U.S. Office of Education in publication OE-20020-60, "Statistics of State School Systems, 1959-60," issued in April 1963. The nationwide enrollment in public kindergartens was 1,922,712 for the 1959-60 school year, as listed in that publication. This was more than half the number of pupils enrolled in the first grade nationally for that year, 3,686,355. Educators know that kindergarten programs generally contribute to readiness and to achievement in basic skills of reading, writing, and mathematics. They are not completely agreed on what kinds of learning experiences are best in kindergarten, or on how to measure the contributions of kindergartens to later success in school, or how to measure benefits in preventing retardations and dropouts. Follow-up studies of the Orange County kindergarten experiment should help provide some answers, the sponsors believe.

Plant Renovation Requires Laborers to Read, Figure

New equipment being installed in a \$20 million renovation of the Alcoa aluminum manufacturing plant at Badin requires that laborers be able to read dials and charts. Twenty-one Negro employees of the plant who were unable to read and make simple arithmetic computations are enrolled in classes arranged by the plant as a result of survey of educational needs for the coming new operations.

The Rowan Industrial Education Center at Salisbury cooperated with the plant in developing the courses of instruction now given at Badin. Eddie LeFrancois of the Center is in charge. The oldest worker enrolled was reported as 64, and many have expressed a heartfelt appreciation for the opportunity.

Johnston Elected Chairman Of Secondary Commission

Dr. Joseph M. Johnston of the Department of Public Instruction was elected chairman of the Commission on Secondary Schools of the Southern Association of Colleges and Schools at the annual convention of the association in Memphis, Tennessee, held December 2-5, 1963.

Dr. Johnston is supervisor of curriculum development and superintendent of the Governor's School of North Carolina. As new commission chairman, in addition to his regular duties in the department, Johnston is responsible for directing and coordinating the work of the commission with more than 2,600 member schools in 11 states and Latin America. He will also serve on the association's board of trustees.

Since 1952, Dr. Johnston has held the following offices in the Southern Association: secretary-treasurer and chairman, North Carolina Committee, Commission of Secondary Schools; chairman, Central Reviewing Committee for Public Schools; chairman, Committee on the Superior and Talented Students; and member of the Administrative Council, Commission on Secondary Schools.

Shaw Challenges Superintendents in Address On Tensions and Temptations of Administrators

In a challenging address before the annual winter conference of the Superintendents' Divisions of the NCEA in December, Dr. Archibald B. Shaw, associate secretary of the AASA, spoke on "Tensions and Temptations in Administration."

"Though tensions are not necessarily bad," declared Shaw, "we live in an age characterized by great tensions: idealism *vs* materialism; making of laws *vs* the breaking of laws; duty to self *vs* duty to one's position, one's home, one's church; duty to the board of education *vs* duty to teachers; subject-centered curriculum *vs* child-centered curriculum; liberal education *vs* vocational education; and fear of government *vs* the need for government." Such tension, Shaw insisted, can destroy our effectiveness or they can be the backdrop against which administrators formulate a sound philosophy of education.

Dr. Shaw emphasized that such tensions can destroy the administrator's effectiveness or they can become the basis of developing a sound philosophy of administration, "a profession in which the only deadly sin is cynicism."

"Administration," he suggested, "is the process of bringing together a healthy and ready child, a concerned and competent teacher, plus an appropriate learning experience in such a manner that all concerned have reason to be satisfied."

In stressing this creative role of the school administrator, Dr. Shaw pointed out five major temptations, as well as many minor ones. "In the first place, there is the temptation to use standards of efficiency, productivity, or economy which apply well enough to industrial management, but which do not work in the area of education. Education is investment, not expenditure. Economy in education means investing money as wisely as possible to achieve the great ends of education. This involves the art of learning to spend."

Another temptation, Shaw observed, is that of thinking a problem has been solved by changing the organization or structure. "This only sets a new framework; it's

what happens *in* the framework that counts. The ungraded school, team teaching, programmed learning, and all the other current devices mean little by themselves. Educators have to change their ways of working to make a real difference."

A third temptation of major proportion, declared Shaw, is that of acting as though what is measured is all that counts. "Achievement tests, even college-entrance examinations, can measure only a small part of the progress we're committed to help students achieve. This we know and we continually tell students that marks aren't what count, but growth and knowledge. Yet we continue to assign them a class rank and brag about our median achievement scores."

The tendency to forget what research so clearly indicates about the learning process is likewise a major temptation, declared Shaw. "We know a great deal about how students learn, yet violate so much of this as we attempt to teach. We know a great deal about what constitutes good teaching, yet are loathe to forsake unproductive methods."

Finally, Shaw declared that administrators are often tempted to over-emphasize the "I" or the "we" in education, when, in reality, "we must build both secure, strong, confident, and competent individuals, as well as people who are sensitive to their fellowmen, people who are responsive and responsible citizens."

The University of Tomorrow?

"Florida Atlantic University," according to a recent news item in *School Activities*, "scheduled to open in 1964, will enroll only juniors and seniors and graduate students, and will have no varsity sports or Greek social societies. The heart of the campus will be a 'learning resources center,' library, a television production center, and a learning laboratory. The university of tomorrow?"

Business Education Guide Covers All Aspects of Programs in Junior and Senior High Schools

A program guide for business education in grades 9 through 12, was issued by the Department of Public Instruction in December. It is Publication Number 368, "Education for Business: Program Guide and Courses of Study." It contains 159 pages and sells for \$1.50 to cover the costs.

It is intended for teachers of subjects in business education and related subjects, for counselors, administrators, and for all school personnel who contribute to general and special education of students taking business courses. It covers facilities, personnel, instructional programs, and guidance, with emphasis on instruction.

Main topics as shown by headings include: importance of education for business; business programs for small high schools, medium-size high schools, and comprehensive high schools. The pro-foundation, stenographic, manager-grams discussed include business owner, general office, marketing, and cooperative work.

Guidance in business education is discussed, including contributions of business teachers to the total guidance program, and suggestions for counselors and administrators about guidance in business programs.

The courses of study described include basic business-economic information, business mathematics, bookkeeping, recordkeeping, typewriting, shorthand, notehand, business communications, office practice, business machines, cooperative office occupations, and advertising. The following courses are presented under the heading, "Advanced Basic Business-Economic Information": business economics, business law, business organization, consumer economics, economic geography, principles of retailing, and principles of selling.

The volume contains recommendations for environment and for special features of business education rooms, in a section titled, "Yardstick for Planning Facilities and Equipment." Career activities of the business teacher are presented in a series of discussions

under the titles of reading, graduate study, work experience, automation, membership in professional organizations, public relations, professional library, and professional writing.

Footnotes are used liberally to show sources and for additional information. Some of the authorities cited include the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators; United States Department of Labor, Bureau of Labor Statistics; Federal Reserve Bank of Richmond, Virginia; and National Business Education Association.

This guide was prepared by a committee of business education teachers and other educators under the direction of Miss Joyce Bateman, who was State supervisor of education for business in the 1962-63 school year. Miss Bateman returned to Indiana University, at Bloomington, for the fall term of 1963 to continue work on a doctor's degree.

Moore County Will Expand Vocational Curriculum

Moore County schools will take advantage of high school consolidations to introduce more vocational offerings. The county school board and the school administrators met with nine representatives of the Division of Vocational Education in the North Carolina Department of Public Instruction on December 16 at Carthage School auditorium to discuss planning.

The State staff members described high school training in their specialties, and they emphasized balance, comprehensiveness, and outlook for the future in planning vocational training as a part of total high school offerings.

Dr. Harry Beard, associate director of the Division of Vocational Education in the Department of Public Instruction, is serving as main consultant in the planning at the recommendation of Dr. Gerald James, director of the division.

Audiovisual Production

Local production of photographs, transparencies, and other aids to instruction is the subject of a national survey report by the U.S. Office of Education, titled "Improving the Learning Environment." The report includes recommendations for starting and improving production and use programs in schools. It contains 143 pages, and is available for \$1 a copy from the U.S. Government Printing Office, Washington, D.C., 20402.

New Educational Directory Distributed Last Month

Copies of the 1963-64 Educational Directory, issued by the State Department of Public Instruction, were sent to superintendents, one for each school, late in November. Copies are available, upon request, to those interested educators who did not receive any. A fee of one dollar each is charged to all others who desire copies.

Prepared by L. H. Jobe, director of publications, the 1963-64 edition is basically like former issues. As new features, data concerning community colleges are included in this volume, and only approved non-public schools are listed.

Schools, principals, and accreditation data are listed according to administrative units. In addition, the names of superintendents, assistant superintendents, supervisors, attendance counselors, members of boards of education, and board attorneys are likewise given.

Among the other items included in the directory are the following: personnel of the State Department of Public Instruction; members of the State Board of Education; book, map, and globe representatives; summer camps; licensed day nurseries; educational periodicals; members of the State Textbook Commission; Governor's Commission on Educational Television; institutions providing education beyond high school; and more than a score of other items.

The volume also includes a statistical summary of outstanding educational facts plus an organization chart of State services to North Carolina's public schools.

National Teacher Examination Locations Named For North Carolina; Scheduled for February 15

Places in North Carolina where the National Teacher Examination will be given on February 15, 1964, were announced on November 22. Application and fees (\$9 for common examination and \$2 for one optional examination) are required to be mailed directly to National Teacher Examination, Educational Testing Service, Princeton, New Jersey, to be received there no later than January 17, 1964. Information may be obtained from that address or from any school system or teacher education institution.

Places of the examination are as follows:

City schools in Asheville, Charlotte, Elizabeth City, Fayetteville, High Point, New Bern, Wilmington, Wilson, and Winston-Salem.

Education departments at the following institutions of higher learning: East Carolina College, Greenville; Duke University and North Carolina College at Durham, Durham; University of North Carolina at Chapel Hill; North Carolina State of the University of North Carolina, Raleigh; University of North Carolina at Greensboro, and Agricultural and Technical College, Greensboro; Appalachian State Teachers College, Boone; Western Carolina College, Cullowhee; Catawba College, Salisbury; Lenoir Rhyne College, Hickory; Campbell College, Buie's Creek; and Mars Hill College, Mars Hill.

Examinations available are:

Common, required of all applicants for certification, including Professional Information; English Expression; Social Studies, Literature, and Fine Arts; Science and Mathematics; Nonverbal Reasoning.

Optional, required in the major subject preparation if such option is available, in the following subjects or fields: Education in the Elementary School; Early Childhood Education; Biology and General Science; English Language and Literature; Industrial Arts Education; Mathematics; Chemistry, Physics, and General Science; Social Studies; Physical Education; Business Education; Music Education; Home Economics Edu-

cation; and Art Education.

The common examination will be administered at 8:30 a.m. to 12:30 p.m., and the optional examination will be at 1:30 p.m. to 4:45 p.m., on February 15, 1964, at all the examination places. The date and place of a later make-up examination will be announced for the spring, but attendance will be limited to persons unavoidably prevented from taking the examination on February 15. The regular examination session on February 15, and the make-up examination will be the only opportunities to take this examination in North Carolina during the 1963-64 school year.

The penalty for failing to take the National Teacher Examination is a reduction in salary of \$20 per

Annual Junior High School Principals Conference Set

The seventh annual Junior High School Principals Conference will be held in Chapel Hill on April 7 and 8, 1964. Joint sponsors are the principals themselves, the School of Education of the University of North Carolina at Chapel Hill, and the North Carolina Department of Public Instruction.

A main speaker will be Dr. W. T. Gruhn, author of "The Modern Junior High School" and nationally recognized leader in junior high school education. Other specialists in this field have been invited to participate, according to Harry Howard, principal of Goldsboro Junior High School, who is chairman of the planning committee. Howard said the complete program will be announced later.

Theme of the conference will be, "Study Thyself to Show Thyself Approved." The conference will deal mainly with problems pertaining to accreditation of junior high schools. Howard said the program is planned for the principals, superintendents, supervisors, and others interested in junior high school education.

month. The salary penalty is retroactive to the first of the school year and shall be assessed at the end of the pay period following the last National Teacher Examination date of the school year in question.

An applicant for a certificate must file evidence that the National Teacher Examination has been taken before any new or raised certificate may be issued. Out-of-State teachers may teach one year without taking the examination, provided reciprocity requirements are met. The examination is not required to raise a certificate to a higher level if it has already been taken in connection with an "A" certificate or higher certificate.

Following the examination, the supervisor in each testing location will send a list of names of those who took the examination to the Division of Professional Services, Department of Public Instruction, Raleigh.

North Carolina Educators Visit Maine Marine Center

I. E. Valentine, assistant director of the Department of Community Colleges, was one of a group of North Carolina vocational educators and fisheries specialists who went to Portland, Maine, in November, to learn first-hand about that state's pioneering efforts in marine occupations education. Others from North Carolina on the trip were Ralph Porter, State coordinator of marine technology; M. J. McLeod, director, and William Emmert, board of trustees member, both of Wilmington Industrial Education Center; and Henry J. McGee, coordinator of the marine occupational training branch of the Goldsboro Industrial Education Center. This branch is located at Morehead City.

The group visited the Maine Vocational Technical Institute to study the aims, curriculum, equipment, problems, and results of the marine training program. Classroom training there is followed by extended cruises along the Atlantic Coast. Operation of a training ship is by students under supervision of their instructors, the visitors reported.

New System of Local Telecasting Is Approved For Educational Use by Schools and Institutions

The Federal Communications Commission has approved a new local telecasting system for use by schools and other educational institutions and agencies. It is open-circuit but short-range and directional. As many as five channels can be used simultaneously by one school system.

The North Carolina State Supervisor of Television Education, John R. B. Hawes, Jr., on November 20 sent an informational letter to superintendents of county and city school administrative units, quoting the Federal Communications Commission Report and Order of July 25, 1963, establishing this new television service. The FCC designated 31 channels for the service, on higher frequency than those received on conventional home television receivers.

No cables are necessary to connect schools to the transmission point. Therefore, the cost is not increased by distances to the maximum range of about 10 miles. Present receivers in classrooms could be used by installing a low-cost converter at the antenna for each school.

One manufacturer estimated that a transmitter would cost about \$15,000. This is about one-fifth of the cost for a conventional ultra-high-frequency transmitter to serve the same area. Studio production equipment would be in addition to this cost, and would at least double the investment.

Experimental operation of this system began in the Plainedge, New York, school district on June 14, 1962. Twenty instructional programs were televised every week to the eight participating schools, in a wide range of subjects from kindergarten through grade 12.

The FCC applied the name, "Instructional Television Fixed Service," to this type of transmission. The system is designed to supplement, but not replace, present educational television broadcasting. It is not suitable for setting up a state-wide network, nor will it be licensed for that purpose.

The new open system is not an answer to all problems, Hawes said.

A cable system would be required instead where terrain features interfere with open telecasting. Also, a cable system might cost less where schools are very close to one another. In general, however, the new system offers local school systems and other educational institutions a more economical method of originating their own local television programs.

Kindergarten Association Elects Officers for Year

New officers have been announced by the North Carolina Kindergarten Association. They are Mrs. Margaret Caldwell of Charlotte, president; and Mrs. Carolyn Bilyeu of Greensboro, first vice-president. They were elected for terms of one year at the annual meeting and workshop of the association held in October at Montreat. Over 300 teachers of pre-school-age children attended, and the occasion commemorated the tenth anniversary of the association.

Shakespearean Players on Second Tour; Sponsored by State Board of Education

North Carolina students are currently seeing Shakespeare come alive as Theatre-In-Education, Inc., continues its second annual tour across the State. The tour of sixty schools, sponsored by the State Board of Education, began in Raleigh, January 21, after a dress rehearsal in Cary, January 20; and will conclude February 28 with performances in Smithfield and Four Oaks.

More than 50,000 students and approximately 800 teachers will be privileged to witness excerpts from *Hamlet*, *King Henry V*, and *Taming of the Shrew*, during the State-wide tour.

Orientation materials for use by teachers in preparing students for this educational venture were distributed to all English teachers involved before the Christmas holidays. Teaching aids were prepared by the following personnel: *To Students Attending Theatre-In-Education*, Mrs. Phyllis Peacock, Need-

School Bond Sales Summary Issued by Federal Agency

A summary of school bond voting for the 12 months ending June 30, 1963, shows that North Carolinians approved seven issues during the year for \$21.6 million, and defeated two issues for \$4.5 million. As shown in the publication, "Bond Sales for Public School Purposes, July 1, 1962-June 30, 1963," issued in September 1963 by the U.S. Department of Health, Education and Welfare, the total amount of public school bond sales for the nation amounted to \$2.27 billion for the year.

The top state by amount of public school bond issues approved by voters in the 1962-63 school year was California, with \$364.7 million.

Average net interest cost nationwide was 3.11 percent. State bond issues averaged 2.90, county bonds 2.98, school district bonds 3.11, city and town bonds 2.89, and special authority bonds 3.42 percent. The average interest cost for local bond issues in North Carolina was 2.94 percent.

ham-Broughton High School; *Teaching Aid for Henry V*, Mrs. Myna Sample and Peggy L. Moore, Enloe High School; *Teaching Aid for Taming of the Shrew*, members of the English Department of Ligon High School; and *Teaching Aid for Hamlet*, Mrs. Ottis Hedrick, Lexington Senior High School and Miss Ruth Merritt, Louisburg College.

Miss Lyn Ely, executive producer, returned to the State and accompanied the players during the first week of their itinerary.

Following the sixty performances, schools will be asked to evaluate this educational experience in terms of making possible future tours even more beneficial.

Dr. Vester M. Mulholland and Gareth Annas of the State Department of Public Instruction are serving as coordinators for the project, which includes, among the sixty schools, forty-nine which were not visited last year.

The Attorney General Rules...

Principal's Responsibility In Purchasing Merchandise

In reply to your recent inquiry:
I reply to your letter of August 5, 1963, with which you enclose copy of letter of _____, Superintendent of _____ County Schools.

Mr. _____ question are as follows:

"1. If a principal purchased merchandise for the school in the amount of \$2,000 more than he has funds with which to pay, what responsibility does the principal have in this matter and/or what responsibility does the Board of Education have?"

"2. If this incident happened four years ago, does it in any way decrease the responsibility of the principal or of the Board of Education?"

"3. What recourse can the Board of Education take to restore this deficit?"

As to the first question, I do not quite understand how a principal gets to be a purchasing agent for a board of education. It is provided by G. S. 115-53 that it is the duty of county and city boards of education to purchase all supplies, equipment and materials in accordance with contracts made by or with the approval of the State Division of Purchase and Contract. It is further provided by G. S. 115-132 that it is the duty of county and city boards of education and tax levying authorities to provide suitable supplies for the school buildings under their jurisdiction. In the situation I think the principal is personally liable for the amount due, and I do not feel that the Board of Education has any legal responsibility in the matter.

The fact that this incident happened four years ago might result in a bar of the statute of limitations as to the principal, and, as I have already said, I do not think the Board of Education is legally liable.

As to the third question, I do not understand what you mean by a deficit. If the Board of Education has had the use and benefit of the supplies they can, if they desire, af-

firm the transaction and pay the bill. On the other hand they can take the position that the principal made the debt in an unauthorized manner and that the seller of the supplies would have to look to the principal for the vendor-seller is fixed with notice by statute that the principal has no such authority. Attorney General, August 20, 1963.

Availability of Funds for Contract Purposes

In reply to your recent inquiry:
I refer to your bids submitted for the _____ Elementary School project. You received bids on August 27, 1963, and the amount of the bids exceeded the amount of the funds available. You are attempting to obtain the additional funds from the sale of school property. The 30-day period on the bids has expired and the general contractor has stated he will honor his bids and execute a 100% performance bond. The low bidders in the other categories will do the same. You state: "It is anticipated that financial arrangements can be completed by December 1, 1963."

I would regard this in my opinion as being sufficient or a substantial compliance with availability of funds for contract purposes. I have talked to your Attorney, Mr. Shuford, and we agree that it would be lawful for you to go ahead and complete the transaction by executing the contracts. Attorney General, November 18, 1963.

Expenditure of Funds From Local Bond Issues

In reply to your recent inquiry:
Your inquiry relating to the expenditure of local bond funds in connection with the construction of a consolidated high school is as follows:

"Does a Board of Education have the authority to construct field houses, purchase seats, and provide lights for a football stadium through the expenditure of local bond funds?"

You send me a resolution adopted

by the _____ County Board of Education which is, of course, in my opinion, sufficient to authorize the expenditure of such funds for the purposes described in your letter, provided these purposes were included in the bond authorization. You see I do not have before me the bond ordinance and if the issue were submitted to a referendum I do not have the question that was submitted to the people approving such bond issue. If the matters stated in your resolution are included in the bond ordinance, or resolution, and substantially included in any referendum question, then I would say use the funds, but if these factors, or subjects, were not included, then you cannot use the funds. Attorney General, November 6, 1963.

Compulsory Attendance: Initiation of Prosecutions In Case of Pupils From Another County

In reply to your recent inquiry:
Your inquiry deals with the Compulsory Attendance Law for pupils who reside in "A" County and attend school in "B" County. These pupils, you state, "have been released by the "A" County Board of Education and assigned to a "B" County School by the "B" County Board of Education according to the provisions of the North Carolina Pupil Assignment Act."

By this I assume you mean that the two boards of education have entered into a written agreement as provided by G. S. 115-176 whereby a child or children from one administrative unit may attend the schools of another administrative unit.

What I think you are really asking us is a question of venue or place of trial under such situation. In other words, where pupils in one county attend the schools of another county and criminal prosecutions are initiated under the Compulsory Attendance Law, then in what county shall such a case be tried?

I do not know of any decision of the Supreme Court of this State

(Continued on page 16)

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

Arnold Hoffmann, State supervisor of music with the Department of Public Instruction, visited East Carolina College department of music December 8 and 9.

Ten Years Ago, 1954

Dr. Charles F. Carroll of Raleigh, State Superintendent of Public Instruction, will be guest speaker at a meeting of the Elkin unit of the North Carolina Education Association at 7:30 p.m., Tuesday (December 4, 1953) in the Elkin Elementary School Auditorium.

Fifteen Years Ago, 1949

Superintendent B. D. Bunn of the Granville County schools was recently elected to head Chowan College, a junior Baptist institution located at Murfreesboro.

State Superintendent Clyde A. Erwin was named president of the National Council of Chief State School Officers at the annual meeting of the Council which met recently in Madison, Wisconsin.

Twenty Years Ago, 1944

Nathan H. Yelton, Comptroller for the State Board of Education, was ordered to report to Fort Custer, Michigan, on December 26 for active duty in the armed services.

H. Arnold Perry, Associate in the Division of Instructional Service of the State Department of Public Instruction, has been granted the degree of Doctor of Education by Columbia University.

Twenty-five Years Ago, 1939

The offices of the State Department of Public Instruction including the State Textbook Commission were moved just before Christmas to the third floor of the State Office Building, newly completed granite structure at the northwest corner from the Capitol Square. The offices of the State School Commission occupy a part of the west wing of the same floor. The Divisions of Vocational Education and Schoolhouse Planning are located on the fourth floor.

Failure to Enter College Blamed on Lack of Money

Lack of ability to pay the expenses of a college education is the greatest cause of failure of capable high school graduates to enter and complete college, according to a U.S. Office of Education research report titled, "Recruitment and Retention of Talented College Students."

Donald Thistlewaite and associates interviewed a sample of 300,000 high school graduates who as students in 1958 took the National Merit Scholarship Qualifying Test in the year 1958. All were ranked in the top third of ability among high school students nationally. This survey found that one of every six of these persons did not enroll in college in the year following high school graduation. Over half of those who did not enroll in college said that lack of financial ability was the main cause.

Many of these students were uninformed about scholarship aid that was available if they had applied. Thistlewaite's report says, "Students who are undecided about whether or not they should go to college, unfamiliar with college scholarship opportunities, or who are uncertain about their chances of securing aid, often fail to apply for admission. Consequently, . . . these students remain unexposed to offers of aid." The report asks "for a coordinated national policy of talent development, and for additional scholarship resources."

ATTORNEY GENERAL

(Continued from page 15)

that covers such a question. It is my opinion that since the children under the agreement between the two boards of education are required to attend the schools of "B" County, then such warrants should be sworn out and such prosecutions should be instituted in "B" County. I say this because "B" County is the County whose schools the pupils are required to attend under the statute and the agreement made thereunder. Attorney General, November 18, 1963.

MAKING TODAY'S NEWS

Brunswick. Senior students from Brunswick County's five white high schools, Bolivia, Leland, Shallotte, Southport and Waccamaw, met here (Ash) Thursday to learn what careers are open to high school and college graduates today. *The Wilmington Star*, Dec. 8.

Anson. Thirteen members of an adult vocational class in secretarial practices recently completed training at the Ansonville Industrial Education Center. *Messenger and Intelligence*, Dec. 11.

Durham. The City Board of Education heard a report Monday night of a special committee's "preliminary proposals" for possible North Carolina Fund programs, including suggestions for kindergarten classes in city schools. *Durham Herald*, Dec. 10.

Statesville. The Statesville city school board has asked the Board of Iredell County Commissioners for a joint meeting next week to discuss a proposed bond issue for capital expenditures within the city system. *Winston-Salem Journal*, Dec. 12.

Cleveland. The Cleveland County school board voted unanimously Monday to request that the school planning division of the State Department of Public Instruction conduct an extensive survey of county-wide school needs. *Shelby Daily Star*, Dec. 10.

Lumberton. Progress of plans for Lumberton's two new high schools occupied Lumberton City School Board last night, as it met in regular session. *The Robesonian*, Dec. 13.

Clinton. Many students of Clinton High School Distributive Education yesterday expressed desire to attend Goldsboro Industrial Education Center after a discussion and tour of the distributing and marketing program at the Center. *Goldsboro News Argus*, Dec. 13.

Randolph. Adults living in the Seagrove School area are invited to attend a welding class to be held at the school as soon as the required number of students can be found. *The Courier-Tribune*, Dec. 12.

NORTH CAROLINA

SCHOOL

B U L L E T I N

FEBRUARY, 1964

RALEIGH, NORTH CAROLINA

NO. 6

EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

Resident School for Adult Illiterates Is Proposed

Governor Terry Sanford announced on January 2 that the State is seeking facilities for a resident school for illiterates. He said he was discussing the proposal with federal officials.

"We will establish this school and plan it in some community within the next few weeks," the Governor said. "We will need some community and private help and we are looking around now." The school would provide six to nine months of concentrated education for persons who are functionally illiterate.

Governor Sanford referred to U. S. Bureau of the Census statistics for the year 1960, showing that 17 of every 100 North Carolinians do not meet the literacy standards for induction into the armed forces. "If the educated young man owes military service to his country, the undereducated young man owes the effort to get the schooling which will make him worth something to his country," said the Governor. "I would like to see us get another chance at these rejects."

The Illiterates

The 1960 U.S. Census shows that 380,053 North Carolinians 25 years of age and older were functionally illiterate or very close to it. This was 16.5 percent of the population 25 years of age and over. Of these illiterates, the census shows 70,827 persons or 3.1 percent of the adult population had never completed one year of school and 309,226 persons or 13.4 percent of the adult population had completed one through four years of school.

North Carolina laws permit education of adult illiterates in the public school system, but the State has not provided funds. Some school administrative units provide such instruction at night and from local funds.

North Carolina's Probable Share of Vocational Funds Under New Bill Are Estimated by NEA

North Carolina's share of vocational education funds called for under the federal bill approved by House and Senate conferences on December 12 and 13, 1963, would be as follows, according to estimates by the Division of Federal Relations, National Education Association: in 1964, \$1,863,731; in 1965, \$3,680,939; in 1966, \$5,513,643; and in 1967, \$6,989,125.

The NEA said, "The Conference Report authorizes a new permanent program with appropriations for state vocational education programs amounting to \$60 million for fiscal year 1964, \$118.5 million for fiscal year 1965, \$177.5 million for fiscal year 1966, and \$225 million for subsequent fiscal years.

"Funds would be allotted among the States on the basis of population groups and the per capita income factor (equalization). The new funds may be expended for state and local vocational education programs without categorical limitation under a broadened definition of vocational education to fit individuals for gainful employment, embracing all occupations, including business and office occupations not now covered under existing law."

The joint committee report would require the State administering agency to review periodically vocational education programs against current and projected manpower needs and job opportunities, and it emphasizes the need for cooperation between State vocational agencies and public employment offices. Vocational counseling services for students are encouraged.

The report would broaden home economics education beginning in fiscal 1966, and agriculture training immediately. A state could use 10 percent of the federal funds for home economics, in 1966 and

thereafter, to expand training beyond homemaking activities to include homemaking skills for which employment opportunities exist. The report broadens the definition of vocational agriculture to permit expenditure of federal funds in agricultural training programs for occupations related to agriculture and requiring skill and knowledge in agricultural subjects.

President Johnson Taught in Texas Public Schools

Lyndon Baines Johnson, thirty-sixth president of the United States of America, taught for two years in the public schools of Cotulla, Pearsall, and Houston, in Texas, after graduating from college in 1930. He earned the bachelor of science degree from Southwest Texas State Teachers College, at San Marcos.

Johnson left teaching to serve as secretary to U.S. Representative Richard M. Kleberg from Texas. Afterwards he served several terms in both houses of Congress, and was party leader in the Senate before his election as Vice-President.

In a speech to the American Association of School Administrators at Atlantic City in February 1963, the then Vice-President Johnson said, "I am not now, and I have never been a hand-wringer, a calamity howler about American schools. Our public schools have not failed America. They have served faithfully. They have served it well . . .

"I make no apology today for continuing to be an unabashed partisan of education—or the untiring champion of our administrators and teachers whose work is so vital to the strength, stability, and success of this nation."

Superintendent Carroll Says...

(Excerpt from address at Superintendent's Conference, Durham, December 11, 1963.)

Together may we look anew at what we *believe* in the areas of *philosophy and administration*:

We believe that all children in our State, irrespective of residence, race, or creed, or circumstance, are entitled to the opportunity to burgeon out all that is within them, necessitating the maintenance of a school system which is capable of producing and implementing this opportunity.

We believe that each of these children is individually alike and individually different, necessitating a variety of instructional programs, a variety of teaching methods, and a variety of learning materials.

We believe that the employment of *qualified* teachers, supervisors, and administrators is essential to the teacher-learning process.

We believe that the educative process requires adequate facilities and equipment.

We believe that public education is the instrument of organized government; and that schools derive their authority from the State Constitution, their direction from the General Assembly, and their general administration from the State Board of Education.

We believe that county and city boards of education, as creatures of the General Assembly, are, in a sense, "local legislatures" with the authority and the responsibility for establishing, maintaining, and directing local school systems.

We believe that, as governmental institutions established for the common good, public schools should be supported by all levels of government—local, state, and federal.

We believe that the basic function of the State Department of Public Instruction is threefold: *first*, to provide leadership and assistance to local boards of education and their administrative and supervisory staff in implementing the program of the General Assembly as interpreted by the policies of the State Board of Education; *second*, to ascertain and secure compliance with State law and State Board policy; and, *third*, to advise the State Board of Education and the General Assembly of the needs of the schools in the development of legislative programs.

We believe that schools, in a democracy, are both legal and moral concerns of parents and the public-at-large; and, therefore, schools should seek their strength in the hopes and aspirations of the adults who surround and support the school.

We believe that those entrusted with the administration of schools at both the State and local levels are under compulsion, as an exercise of responsible leadership, to inform their clients of the excellencies and the deficiencies in education and to project the procedures for improvement and redirection.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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February, 1964

It is not only the I. Q. but the I Will which is important in education.—Anonymous

Education has no terminus and he who is willing to serve through teaching will never lack pupils.—Ahmed Bokhari, United Nations

The task of our educational system is to take a lot of live wires and see that they are well grounded.—Pauline Glenn

Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.—Lord Broughman

Education should be as gradual as the moonrise, perceptible not in progress but in result.—George T. Whyte-Melville, Journal of Education.

The two basic processes of education are knowing and valuing.—Robert J. Havighurst, Journal of National Association of Deans of Women

Education is a thing of infinite usury. Money devoted to it yields a singular increase to which there is no calculable end, an increase of knowledge, and therefore of intelligence and efficiency . . .—Woodrow Wilson

Education which is simply intellectual taxidermy—the scooping out of the mind and the stuffing in of facts—is worthless. The human mind is not a deep-freeze for storage but a forge for production; it must be supplied with fuel, fired, and properly shaped.—Father Wm. A. Donaghy, President Holy Cross College (Mass.)

Education fails unless the three R's at one end of the school spectrum lead ultimately to the four P's at the other—Preparation for Earning, Preparation for Living, Preparation for Understanding, and Preparation for Participation in the problems involved in the making of a better world.—Norman Cousins, CLEARING HOUSE.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Good Listening

Good listening is hard work. Some researchers conclude that listening is as important as reading, and should be given similar emphasis in school. Studies by Paul Rankin of Ohio State University show the average person spends about 70 percent of his waking day in communication. Rankin broke the verbal part of this communication into components: 9 percent in writing, 16 percent in reading, 30 percent in talking, and 45 percent in listening—for a total of 100 percent when nonverbal communications are omitted.

We absorb about half of what we hear, if we do as well as the college freshmen at Columbia University in tests by Professor Harry Jones. These tests were given at the end of 10-minute talks by various faculty members, and they showed about 50 percent recall. Half the items in each test demanded recalling of facts, the other half required understanding of principles. The tests were repeated two months after the talks, and the proportion of correct answers fell to about 25 percent. Other studies indicate we lose about half of what we hear in the first two days.

What is the nature of poor listening? Dr. Ralph Nichols, Director of the Communications Program, University of Minnesota, has made a list of ten poor listening techniques, and he suggests remedies. That list may be paraphrased as follows.

1. Refusing to accept the speaker's topic as interesting.—Remedy: Listen for information you can use.
2. Criticising the speaker's delivery.—Remedy: Listen for the message rather than the delivery.
3. Becoming overstimulated; reacting too strongly to the message.—Remedy: Withhold evaluation until comprehension is complete.
4. Listening only for facts rather than for main ideas.—Remedy: Listen for concepts, central ideas, and principles; develop general-

izations; find a system in the discourse.

5. Trying to outline on paper everything we hear in a formal presentation.—Remedy: Adapt any notes to fit the pattern of the message; the speaker may not be using a very formal outline. The talk may call for abstracts or for lists of facts and principles (the facts may be placed on one sheet, and the principles opposite on another sheet).

6. Faking attention to the speaker.—Remedy: Concentrate on the message rather than on appearing to give attention.

7. Permitting or creating distractions in the audience.—Dr. Nichols said this fault is so obvious that he does not amplify it.

8. Evading difficult information.—Remedy: Seek the information you can use, the concepts, and the facts.

9. Letting emotion-laden words of the speaker interfere with our listening.—Remedy: Move on to look for facts and principles. (The speaker would do well to use words with least emotional overtones.)

10. Boredom stemming from the normal ability to hear more than twice as rapidly as a speaker normally speaks.—Remedy: Pay attention during the simpler parts of the discussion as well as during the difficult parts; use available time to summarize and digest. (The speaker may pace the discussion according to the difficulty of various parts.)

In summary, Dr. Nichols says the occasional summarizing to ourselves of a part of a talk will help to prepare for better comprehension and retention of later parts.

Teachers generally are good listeners, developed from habits formed during their college preparation. Their appreciation of good listening techniques may well be manifested by their interest in developing good listening in their pupils.

Classroom Needs . . .

That the State needs additional classrooms in which to provide instruction to the boys and girls who are enrolled in the public schools this year is clearly indicated in a survey made last fall.

The survey, annually conducted by the Department, showed a need for 6,102 classrooms, this need being more than 2,000 above that of any year of the past seven when such surveys have been made. According to the 171 superintendents from whom this information was obtained, 2,470 of the total classroom needs were due to increased and excess enrollment. They reported that there are 26,982 more students enrolled this year than a year ago. More than six per cent of the total enrollment, 72,699 pupils, are housed in 2,470 temporary, improvised, overcrowded, or otherwise inadequate quarters. Other pupils not determined by the survey, are housed in 3,632 unsatisfactory rooms, and 587 pupils are not attending school a full day because of double sessions where facilities are inadequate.

These are facts. They show the need. How these needs are to be met is now pertinent by local bond issues or by a Statewide bond issue. Obviously, there is need for funds from both of these sources. Some of the administrative units are able and willing to finance their school building needs by local bond issues. Other units are willing but not able financially to provide funds by this means. The Statewide bond issue authorized by the General Assembly of 1963 and to be voted on this year offers these latter units an opportunity to obtain such funds, whereas those able to vote bonds locally may have additional funds with which to augment funds voted locally.

Dropout Problems Receive Attention from Many Organizations During Opening Months of School

Causes and remedies of dropping out of school were topics for many organizations in the State during the opening months of school.

At Ayden High School in Pitt County, the Ayden Dropout Committee consisting of the chief of police, leading citizens, and school guidance personnel, heard school principal E. N. Warren tell about the school's experimental reading and mathematics programs in grade 9 for slow learners. Warren said if the programs are successful they will be extended through grade 12. The committee is interviewing potential dropouts and youth who are not in school, referring them to the appropriate agencies to help individual students solve their problems. For some students the help includes finding part-time employment; others need job training that is not offered in high school. The county attendance counselor and the director of the Pitt County Industrial Center are collaborating with other agencies to assure that youth find the career training or work experience they need.

The Guilford County Committee for Improved School Attendance is encouraging closer cooperation among leaders of industry, business, and labor, to appraise job opportunities and encourage youth to seek the proper training and to complete high school. It is studying the advisability of requesting that the legal age limit for leaving school be raised from the sixteenth birthday to the eighteenth birthday. The committee is intended to represent a cross-section of the population of the county, with about 40 members.

The Forsyth County Mental Health Association sponsored a panel discussion series on a Winston-Salem radio station for three consecutive evenings, 8:30 to 9 p.m., October 21-23, on the topic, "The School Dropout." The purpose was to increase public awareness of problems leading to dropping out of school.

In Mitchell, Avery, and Yancey Counties during September and October, every school dropout boy

or girl from 16 through 21 years of age was contacted with information on where to sign up for job training in a program directed by Scott Wiseman. The number of such dropouts in the three counties was estimated at 2,000 persons.

The League of Women voters in Alamance County held meetings on school dropout topics in October. Mrs. J. W. Pierce is chairman of the study of youth activities.

The influence of homelife on school performance is a national topic for the Future Homemakers of America. The organization suggests that members of the family have a strong responsibility for maintaining values in the home that will not lead young men and women to be more interested in automobiles, early marriages, and jobs, than in preparing for lifetime careers as worthwhile individuals.

Apparently in nearly every school community lay organizations were holding meetings on the topic of dropouts.

Anson Boards Request Bond Issue for School Buildings

In Anson County, the Morven, Wadesboro, and county school boards have unanimously recommended a county-wide bond issue of \$850,000. The recommendation in November came after weeks of study of school construction needs. Further study is being made on the possibilities for merger of units and consolidations of schools.

The county commissioners met with the school boards and voted to approve the request and to hold a bond issue in the near future. If passed, the funds would be added to \$150,000 the county still holds from a 1952 bond election to build a central high school.

The county could receive an estimated \$600,000 from the proposed State-wide \$100 million bond issue for schools. The local boards of education favored issuing only the amount of county bonds needed for construction if the State issue passes in 1964.

Fees from Pupils Are Fewer And Smaller than Last Year

The variety and number of fees paid by pupils in the public schools of North Carolina is less for the current school year than for 1962-63. These fees are set locally except for a high school book rental fee of \$5 per student at schools participating in the State textbook rental system. High schools and junior high schools report 36 kinds of fees charged at one or more schools somewhere in the State. This compares with 40 kinds of fees reported last year.

Elementary schools report 23 kinds of fees charged somewhere in the State, compared with 33 kinds of fees last year. The highest fee listed for elementary school pupils is in the range \$10.01 to \$15.00 and this is charged in one school. Last year the top fee for band participation was \$36, charged in two elementary schools. The highest fee listed for high school and junior high school students is "above \$15," charged at a total of 43 schools, in business, general fund, miscellaneous, and music.

The most frequently charged fees in high schools and junior high schools are listed as follows: business, ranging from "\$1 and below" to "above \$15.00" (298 schools, compared with 934 in 1962-63); science, below \$1 to \$5 (242 schools, compared with 841 in 1962-63); instructional materials, below \$1 to \$5 (224 schools, compared with 781 last year); and home economics, below \$1 to \$5 (210 schools, compared with 1,007 last year).

In elementary schools the most frequently charged fees are: instructional supplies, below \$1 to \$5 (202 schools, compared with 1,322 in 1962-63); supplementary books, below \$1 to \$4 (188 schools, compared with 321 last year); and library, below \$1 to \$4 (87 schools in 1963-64) compared with 485 in the 1962-63 school year).

Total payments by pupils for all the fees will be reported later. Data on file for the school year 1961-62 show "collections from pupils" in the 2,847 public schools of North Carolina for that year amounted to \$2,132,908 or 1.8 percent of the local funds for schools.

Scope of Agricultural Work and Education Shown In Booklet, 'Agriculture Is More than Farming'

"Agriculture Is More than Farming," is the title of a 24-page booklet distributed to school superintendents and other persons concerned with agricultural education leadership in the State by A. G. Bullard, State supervisor of vocational agricultural education, in November. This publication was prepared cooperatively by the American Association of Teacher Educators in Agriculture, the National Association of Agricultural Education Supervisors, and the National Vocational Agriculture Teachers' Association, Inc. It is available from The Future Farmers' Supply Service, Box 1180, Alexandria, Virginia, at 15 cents per copy, or 10 cents each in quantity orders of 100 or more.

The booklet says about 6 million workers are employed in supplying and servicing farmers, 7 million in farming operations, and 10 million in handling and processing farm produce, exclusive of retail outlets.

"The farm boy is limited only by (1) his willingness and ability for self-advancement; and (2) the educational opportunities available to him," the booklet says, cautioning that "thousands of talented farm boys are 'counseled out' of agriculture each year, to their lifelong detriment." Growing up on a farm, it points out, is valuable experience for numerous occupations off the farm but related to agriculture. Urban youth interested in agriculture also may find numerous opportunities for which they can qualify by education.

Educational preparation for advancement in an agricultural occupation is discussed under the three headings, "Science," "Technology," and "Management." The booklet points out that thorough high school curriculum for vocational agriculture students can prepare youth for college entrance in an agricultural career line of his choice.

North Carolina has about 200,000 farms (second only to Texas with 224,000) and has opportunities in farming and related occupations in nearly endless variety, the booklet indicates. Sources of statistical in-

formation listed in the booklet include: "Agricultural Statistics—1962," and "Fact Book of U. S. Agriculture," both from the U. S. Department of Agriculture; "Digest of Annual Reports of State Boards for Vocational Education," from U. S. Office of Education; and "1960 Census of Population," from U. S. Department of Commerce.

Supervisor Bullard commented in a letter to each school superintendent, enclosed with a copy of the publication, "It is a common misconception of those, both within education and those outside of it, to conclude that agriculture in North Carolina is a declining industry . . . and that it is becoming less important with every day that passes . . . These people fail to understand and to appreciate the dramatic and exciting story of what American agriculture really is in the year 1963 and of what it means to every American citizen."

Initial Grant Announced by North Carolina Fund For Experimental Program in First Three Grades

Directors of the North Carolina Fund approved in October an initial grant of \$2 million to the State Board of Education, to be matched by the State, in starting a four-year experimental program to improve the teaching of "reading, writing, and arithmetic" in the primary grades. About 36,000 pupils are expected to be involved in the first year, with instruction starting in the fall of 1964.

Guidelines to county and city school administrative units desiring to apply for participation in the program were issued in November. About 400 schools can participate. The president of the N. C. Fund, C. A. McKnight, said "special emphasis will be given to a better understanding of the problems faced by children from culturally disadvantaged backgrounds and to methods of teaching which can pay more attention to individual differences and ability in the rate of

High School Equivalency Certificates Summarized

High School equivalency certificates were issued to 1,840 persons in the year ending December 31, 1963, by the North Carolina Department of Public Instruction. Of this number, 1,036 were active military personnel, and the remainder were persons outside the active armed services.

By comparison, in the preceding year the certificates of high school equivalency totalled 1,273, of which 654 were active military personnel.

During the year just ended 488 persons who applied for the certificate did not pass the requirements, for a total of 20.9 per cent. Of those failing, 96 were in the military services. The number of new clients who submitted applications in various stages of completion during the year totalled 3,150, compared with 2,298 in the preceding year.

learning of these children. The range of experiments . . . will include but will not be limited to such approaches as team teaching, ungraded and multigraded instruction . . . and the use of specialized personnel . . . redesigning of the curriculum . . . of methods of instruction . . . and use of a variety of additional materials . . . in the first three grades."

McKnight added, "the schools participating in this experimental program (will) be chosen by the Department of Public Instruction according to policies and criteria approved by the State Board of Education. Such policies and criteria shall give special emphasis to the selection of schools showing the greatest need, as demonstrated by past records of retardation and dropouts, and shall be designed to insure wide geographical representation through the entire State and the inclusion of schools in both rural and urban areas."

Tarboro Schools Work on Dropout Reductions With a 10-Point, All-Grade, Citywide Program

Tarboro city schools and the community are working to reduce the total of 88 dropout pupils recorded for the 1962-63 school year.

Superintendent C. B. Martin describes main steps, in an article he prepared for the Tarboro Southern newspaper, issue of November 15:

"(1) Employment of two attendance counselors, who advise with parents, teachers, and pupils regarding the importance of regular school attendance and who work with the Welfare Department, the juvenile courts, and other interested organizations;

"(2) Development of guidance programs in Pattillo and Tarboro High Schools, providing help for students in making educational and vocational plans in line with their aptitudes and interests.

"(3) Provisions for special education classes in the area of speech and for trainable and educable children (there are 4 teachers in the educable area, 2 in the trainable, and 2 in speech).

"(4) Inauguration this year of a junior primary program in the elementary schools to provide better opportunities for those students who need more reading experiences.

"(5) Organization of the primary department on a reading level basis, which permits a child to achieve according to his own ability and not to experience retention, by dividing reading material into eight levels and allowing the student to progress to the next level only after mastering the preceding one and thereby assuring completion of all reading required in the primary department before going to the grammar grade level.

"(6) Provision of a reading program in grades 4 through 8 which permits students to read and utilize materials at their reading achievement level.

"(7) Administration of a testing program which includes mental maturity, achievement, psychological and other tests to help teachers identify a potential dropout early in his school years.

"(8) Provision of free lunches and health services such as hearing aides, dental care, glasses and tonsillectomies for those who need them.

"(9) Enrichment of teacher knowledge and teaching techniques through in-service programs at both the individual school and city-wide levels.

"(10) The beginning in October of a program at Pattillo High School for 55 adult dropouts to complete the work for a high school equivalency diploma. Plans are under way for further adult programs.

"Such school programs are not the final solution to the dropout problem. Parents, schools and the individuals and organizations of the community must cooperate closely in the provision of leadership and help in carrying out these programs already functioning, and in setting up other programs to encourage our youth to stay in school."

Moore County Enthusiastically Approves \$4,000,000 Bond Issues; Margin 6-1

Moore County approved by an overwhelming vote of 6 to 1 the school bond issues which were presented to its citizens early in November. More than 5,000 voters cast ballots favoring the \$3,000,000 proposed for updating the county's secondary school system and to carry out the anticipated program of consolidation, and the \$1,000,000 proposed for initiating a community college in the county.

County Superintendent R. E. Lee and his assistant, Edison Powers, expressed gratification over the success of the bond issues; and indicated strong faith in the determination of Moore County citizens to continue to move forward in education. Dr. I. E. Ready, head of the State Comprehensive College System, stated that the community college should be able to begin its work by the fall of 1965.

"In the educational campaign

Driver Training Regulation Announced by State Board

The State Board of Education at its meeting on November 7 adopted the following regulation to expedite the emergency training program in driver education:

"State allotted teachers paid from the Nine Months School Fund may be employed during the period September 5-June 5, 1964, as instructors in driver training and safety education for work after the close of the regular school day. Their salaries for this additional work shall be paid entirely from funds allotted for driver training and safety education. Such teachers allotted from the State Nine Months School Fund shall not be permitted to serve as instructors in driver training and safety education for more than ten hours during the regular five-day school week and for more than eight hours during a Saturday."

The effect of the regulation is to extend the period during which Nine Months School Fund teachers might be employed for driver training from December 31, 1963, to June 5, 1964.

preceding the voting," Powers stated, "*The Moore County News*, weekly newspaper, did an outstanding job of acquainting citizens with the facts, the needs, and the positive outcomes should the bond issues be approved. One entire section of the paper issued immediately prior to the voting was devoted to a pictorial history of educational progress in the County. Such energetic and enthusiastic cooperation on the part of the local press had much to do with the tremendous success of this venture."

"The comment of one citizen at the public showing of statistics as voting returns were coming in indicates the spirit which now permeates the County," stated Superintendent Lee. The comment follows: "I am proud to say that I am from Moore County, for we have certainly demonstrated today that we mean to go forward in education."

Pasquotank-Elizabeth City School Merger Is Defeated

A proposal to merge the Elizabeth City and Pasquotank County school administrative units was defeated in an election on January 14. The count was 1,452 for and 1,585 against the merger.

Defeated in the same election was a proposed 12 cent county-wide supplemental school tax which is already levied in the city but not in the county.

The rural vote was 295 for the merger and 991 against. The city vote was 1,157 for and 594 against. The total of 3,037 ballots cast represent about 70 per cent of the registered voters in the city and county.

Green Lights Memorializes Kennedy in Special Edition

Green Lights, nationally known student newspaper of Junius H. Rose High School in Greenville, published, the day after President Kennedy's burial, a special edition of the paper, which was devoted entirely to creative expressions of praise, grief, and challenge.

"No doubt many school papers throughout the State memorialized in some way the passing of the President," declared L. H. Jobe, director of publications for the State Department of Public Instruction, "but this is the only special edition which has come to our attention."

Accompanied by two appropriate pictures, one of Kennedy and one of Kennedy and his wife, the one-page tribute included a poem, "Legacy," and seven short essays and editorials: "Heaven's Statesman," "We Are Americans," "Ignorant or Disrespectful?" "But Not In Vain," "The Assassin's Hate," "Come Such Another?" and "Courage of a Lady."

Co-editors of *Green Lights* are Linda Hollowell and Pat Worsley. Adviser is Mrs. Lucy M. Worsley, and technical consultant, Sherman Parks.

Copies of the special edition have been forwarded to members of the Kennedy family.

October Bulletin of the NASSP Features Position Papers on Junior High School

"The Junior High School" serves as the theme for the entire October 1963 issue of *The Bulletin of the National Association of Secondary-School Principals*. Position papers and practices fill the 106-page volume. One of the summary papers, "What the Junior High School Should Not Do," is provocative in view of widespread efforts to develop sound junior high school programs.

The following abbreviated list suggests that the junior high school should not:

- Depreciate promotion of growth in mental powers
- Be a training ground for senior high-school teachers, counselors, and administrators
- Attempt to be a little senior high school
- Be a training ground for senior high-school athletic programs
- Be a training ground for senior high-school social programs
- Yield to uninformed pressures
- Be required to use worn-out buildings and equipment
- Exclude grade six
- Fail to take advantage of experimental programs
- Become highly departmentalized
- Base decisions for grouping, promotion, and retention on commercial tests

The article emphasizes the fact that "the junior high school must not accept a task beyond the power of a single institution. Development of the 'whole man' is the task of the 'whole society.' The junior high school must not attempt to do the job alone. We must deal with ideas, handle knowledge, and develop intellectual skills."

Other positions papers deal with such topics as the following: "Interscholastic Athletics — Yes or No?"; "Homework in the Junior High School"; "Study Skills"; "Curricular Changes in Junior High Schools"; "Methods of Teaching and Learning in the Junior High School"; and "Evaluation—A New Approach."

New Accreditations Listed By Southern Association

The Southern Association of Colleges and Schools announced on December 5 the accreditation of 22 additional public schools and one nonpublic school in North Carolina.

The number included one junior-senior high school, 15 high schools, two union high schools and elementary schools, and five junior high schools.

The combination junior-senior high school accredited was Anderson, in the Winston-Salem/Forsyth school administrative unit.

The public high schools accredited were Clyde A. Erwin, Buncombe County school administrative unit; South Rowan, Rowan County unit; Drexel, Burke County unit; Charles E. Jordan, Durham County unit; Gibsonville, Guilford County unit; Pine Forest, Cumberland County unit; Allen Jay, Guilford County unit; West Lincoln, Lincoln County unit; Madison-Mayodan, Madison-Mayodan city school administrative unit, Rockingham County; Plymouth, Washington County administrative unit; West Edgecombe, Edgecombe County unit; Central Alamance, Alamance County unit; West Southern Pines, Southern Pines city school unit, Moore County; and Paisley, Winston-Salem/Forsyth administrative unit.

The nonpublic high school accredited was Our Lady of Mercy, which formerly was part of Charlotte Catholic High School at Charlotte.

The two union high schools and elementary schools accredited by the association were Mount Olive, Wayne County school administrative unit; and Charles Drew, Madison-Mayodan city school administrative unit, Rockingham County.

The five junior high schools accredited by the association, all in the Winston-Salem/Forsyth school administrative unit, were Dalton, Hill, Philo, Wiley, and Paisley.

State School Facts

February, 1964

Enrollment In Colleges Continues To Increase—Year's Total Now 86,085

Enrollment in the colleges of North Carolina continues to increase at a rapid rate. For the current year, as of October 1963, the total enrollment is 86,085, more than 5,000 above a similar count a year ago.

Since 1960 the number of students in Tar Heel institutions has risen 36.6 percent, an increase of 23,063.

Table 1

Table 1 shows a year by year record of this enrollment divided as to public and non-public institutions. According to this record, it will be observed that currently the total enrollment is 55.3 percent public and 44.7 percent non-public. In 1959-60 this division was 51.9 percent public and 48.1 percent non-public. Within the past two years, the enrollment in public institutions has increased by more than 7,500, whereas that in non-public institutions during this two-year period increased less than half as much, 3,373.

In short, it is observed that since 1949-50 (14 years), college enrollment in the State has increased by almost 40,000. The ten-year increase has been 33,174; the five-year increase, 26,518; and for the

I. ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING (As of October of Each Year)

Year	Public	Non-Public	Total
1946-47	22,521	21,582	44,103
1947-48	24,386	22,686	47,071
1948-49	24,188	22,382	46,570
1949-50	24,413	21,956	46,369
1950-51	23,929	20,908	44,837
1951-52	21,908	18,851	40,759
1952-53	22,357	19,013	41,370
1953-54	22,944	19,967	42,911
1954-55	24,476	21,491	45,967
1955-56	25,968	23,859	49,827
1956-57	28,414	26,310	54,724
1957-58	29,992	27,481	57,473
1958-59	32,697	29,575	62,272
1959-60	35,504	30,825	66,329
1960-61	40,056	31,679	71,735
1961-62	43,419	35,145	78,564
1962-63	47,567	37,385	84,952
1963-64		38,518	86,085

Future Homemakers Chapters And Membership Announced

North Carolina schools have 434 chapters of Future Homemakers of America with 26,779 members for the 1963-64 school year, as announced by State headquarters.

The largest membership in a single school is reported for Garner High School, Wake County, with 261, followed by Washington High School, at Washington in Beaufort County, with 241, and Rutherfordton-Spindale School in Rutherford County, with 202 members.

Bus Drivers' Honor Roll In Surry County Lists 114

In Surry County, 114 of the 121 regular school bus drivers in three school administrative units were named on the monthly county honor roll for school bus drivers for October. Their administrative units are Elkin city schools, Mount Airy city schools, and Surry County schools. To qualify, a driver must not have a preventable accident during the month, and must carry out all duties and responsibilities placed on school bus drivers by traffic laws and schools regulations.

II. ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING (As of October for Each Year)

INSTITUTION	1946-47	1949-50	1954-55	1959-60	1960-61	1961-62	1962-63	1963-64	4-yr. Inc.	% Inc.
I. PUBLIC INSTITUTIONS										
Four-Year:										
*A. and T. (Greensboro)	2170	2832 ^a	2122	2006	1913	2553	2851	3005	999	49.3
Appalachian	899	1260	1452	2264	2467	2897	3101	3186	922	40.7
†Asheville-Biltmore	**	**	**	**	**	**	**	545	545	36.9
†Charlotte	1213	1659	2363	4045	4599	5263	5662	5930	1885	120.6
East Carolina	478	476	439	546	578	823	880	885	339	62.1
*Elizabeth City	600	538	626	575	743	943	1045	1013	438	76.2
*Fayetteville	928	1146	1406	1884	2129	2498	2859	2609	725	38.5
*N. C. College of Durham	4903	4600	4280	6117	6510	7117	7234	8207	2090	34.2
N. C. State of UNC	122	153	161	411	440	570	758	934	523	127.3
Pembroke	6802	7419	6061	7959	8592	9082	9604	11297	3338	41.9
UNC at Chapel Hill	2108	2190	2340	2641	2922	3139	3575	3737	1096	41.5
UNC at Greensboro	496	608	897	1501	1673	1824	2121	2289	788	52.5
Western Carolina	**	**	**	**	**	**	**	927	927	40.5
†Wilmington	556	463	796	912	1017	1078	1213	1160	248	27.2
*Winston-Salem	21275	23344	22943	30861	33583	37648	40542	47138	16277	82.7
Total Four-Year										
Two-Year:										
Asheville-Biltmore	243 ^a	287 ^a	308	398	371	442	469	†	—	36.9
Albemarle	**	**	**	**	**	114	230	209	209	—

bled), 1949-50, 1954-55, 1959-60, 1960-61, 1961-62, 1962-63 and 1963-64. A four-year increase by number and percent is also shown. These figures are grouped as to four-year and two-year institutions and as to public and non-public.

A noticeable drop is observed this year in enrollment in two-year public institutions. This drop is due to the transfer of Asheville-Biltmore, Charlotte and Wilmington to the four-year group. Partly, as a consequence of this transfer, the enrollment increase in four-year institutions for the four-year period is greater than it would normally have been.

Greatest enrollment increase in public institutions for the four-year period occurred in the Charlotte institution, from 641 to 1414, 120.6 percent, and Pembroke College, from 411 to 944, 127.3 percent.

Among non-public institutions, the greatest 4-year increase in enrollment was in Campbell College, an increase of 922, or 100.9 percent.

As a whole enrollment in public institutions increased 45.5 percent and non-public institutions, 27.0 percent, during the past four years.

Other Enrollments Beyond High School

In addition to this enrollment in institutions of college grade, there are 17,668 students enrolled in the industrial education centers of the State, approximately 4,000 in practical and professional nursing education programs, and 5,322 in private business schools. Thus, there are approximately 113,100 students now pursuing their education beyond high school in institutions located in North Carolina.

Four-Year:

Atlantic Christian	394	502	496	1219	1126	1195	1289	1325	106	8.7
*Barber-Scotia	152	156	185	222	240	279	310	315	93	41.9
Belmont Abbey	***	***	270	497	540	563	613	619	122	24.5
*Bennett	469	482	450	490	542	589	578	589	99	20.2
Black Mountain	91	48	16	***	***	***	***	***	1836	100.9
Campbell	***	***	***	***	***	1429	1727	1836	87	11.3
Catawba	676	766	539	767	848	940	953	854	88	9.6
Davidson	910	883	844	912	883	977	1009	1000	655	11.4
Duke	4794	5084	5026	5766	5972	6122	6360	6421	56	4.3
Elon	618	822	884	1304	1242	1301	1262	1248	***	***
Flora MacDonald	278	223	281	381	420	***	***	***	881	20.4
Greensboro	400	351	354	489	535	566	592	589	100	30.5
Guilford	561	562	574	1251	1738	1738	1816	1832	381	34.5
High Point	775	748	855	1044	1154	1271	1311	1404	360	20.3
*Johnson C. Smith	851	697	634	910	809	921	1027	1076	166	20.8
*Lenoir Rhyne	760	792	882	965	964	990	1023	1142	177	29.4
*Livingstone	375	351	388	561	586	641	692	726	163	22.0
Mars Hill	***	***	***	706	740	777	880	857	151	21.4
Methodist	535	538	619	706	740	777	880	857	470	***
Montreat-Anderson	204	152	181	***	***	216	345	470	470	***
N. C. Wesleyan	***	***	***	***	***	233	324	450	450	15.6
Phiffer	***	***	***	717	855	884	873	829	112	47.1
Queens	426	377	434	732	634	732	845	928	297	55
Salem	336	380	336	443	466	505	502	498	55	12.4
*Shaw	776	802	521	572	561	568	635	650	78	13.6
St. Andrews	***	***	***	***	***	879	940	898	898	61.9
St. Augustine	371	453	449	473	485	642	732	766	293	18.1
Wake Forest	1540	2172	1704	2505	2903	2869	2915	2958	453	37.6
Total Four-year	16336	17294	16922	22725	23833	27830	30694	31268	8543	***

Two-Year:

Belmont Abbey	302 ^a	159	A	A	A	A	A	A	2	5
Brevard	425	405	219	411	381	388	419	409	914	100.9
Campbell	383	362	452	914	585	701	773	902	444	96.9
Chowan	***	127	301	458	585	84	73	87	33	61.1
E.M.I. Pineland	57	65	146	54	61	600	604	720	187	35.1
Gardner-Webb	395	430	356	533	579	***	***	***	30	***
*Immanuel	144 ^a	49	34	30	28	***	***	***	***	***
Lees-McRae	193	254	316	327	295	379	403	425	98	30.0
Louisburg	937	214	202	440	497	552	560	632	192	43.6
Mars Hill	902	910	862	1056	1058	A	A	A	1056	22.0
Mitchell	127	272	117	183	279	360	443	519	336	133.6
Montreat-Anderson	A	A	A	108	115	245	247	253	145	134.3
Mount Olive	***	***	***	117	104	153	170	201	84	71.8
Oak Ridge	235 ^a	79	54	57	65	68	75	66	9	15.8
Peace	230	230	212	266	209	253	325	329	63	23.7
Pfeiffer	289	289	350	A	A	A	A	A	***	***
Presbyterian	165	165	93	259	295	188	218	208	30	16.9
Sacred Heart	52	51	174	178	166	***	***	***	***	***
St. Genevieve	40	80	82	***	***	***	***	***	***	***
St. Marys	170	215	203	256	259	262	283	283	27	10.5
Warren Wilson	47	82	143	224	238	263	277	286	62	27.7
Wingate	314	224	253	736	779	884	1012	1124	328	41.2
Total Two-Year	5246	4662	4569	6667	6929	6438	5882	6444	223	3.3

Bible:

Southeastern	b	b	376	734	698	658	595	575	159	21.7
John Wesley	b	b	b	28	28	29	25	28	0	***
Piedmont	***	b	164	142	153	149	141	158	16	11.3
Southern Pilgrim	b	b	69	29	38	41	48	45	16	55.2
Total Bible	b	b	609	933	917	877	809	806	127	13.6
Total Non-Public	21582	21956	22100	30325	31679	35145	37885	38618	8193	27.0

III. PUBLIC AND NON-PUBLIC

Grand Total	44103	46369	45967	63022	67183	75201	80804	86085	23063	36.6
Per cent Public	51.1	52.6	51.9	51.9	52.8	53.3	53.7	55.3	64.5	45.5
Per cent Non-Public	48.9	47.4	48.1	48.1	47.2	46.7	46.3	44.7	35.5	27.0

^a Negro or predominantly Negro. [†] Junior class in 1964. ^{**} Not operating. ^{***} Junior college this year.
A Senior college this year. ^a Includes some not classified as regular college students. ^b Data not available.

New Bulletin Describes Programs at Community Colleges, Technical Institutes, and Centers

The Department of Community Colleges has issued "Student Information Bulletin Number 1: Comprehensive Community Colleges," to answer questions about course offerings, entrance requirements, student expenses, and other particulars of the public community colleges, technical institutes, and industrial education centers of North Carolina.

Industrial education centers will offer vocational programs, general adult education and community service, described in the bulletin. Technical institutes will offer the same programs plus two-year technician training curriculums. Comprehensive community colleges will offer all these programs and the first two years of college education.

Some of the main questions answered in this bulletin are:

"What is a comprehensive community college?"—It is a non-resident institution that offers to high school graduates, and others who are not high school graduates but are beyond high school age, the opportunity to get further education and training. 'Non-resident' means that there are no students living in dormitories on the campus; this is a 'drive-in' college. 'Comprehensive' means that this is not just another junior college, but one offering several types of programs, or courses of study.

"What courses will be offered?"—Four kinds of programs, or curriculums, will be offered—college parallel, technical, vocational, and short courses.

"What is a college parallel curriculum?"—This consists of the first two years of college work, the same courses offered in a senior college or a private junior college. It includes English grammar, composition, literature, mathematics, science, social science, foreign language, music, and other regular freshman and sophomore courses. . .

"What is a technical curriculum?"—This consists of a two-year course designed to provide highly skilled technicians in industry, business,

agriculture, and service occupations. About one-third of the required courses are similar to the college parallel courses; the other two-thirds are special courses in a chosen field. The technician is an expert in his field, one who can install and maintain machinery and equipment, and even help design it . . . Generally, the field in which a technician works is called a 'technology.' Technology may be defined simply as applied science. Here are listed a few of the technologies which may be offered in a community college: agriculture, architectural drafting, air conditioning, automotive, chemical, civil, commercial art and design, data processing, dental laboratory, dental assistant, electrical, electronics, mechanical drafting, mechanical, medical production, tool design, technical drafting, technical writing, textile, technological secretary, transportation and traffic management, transportation maintenance.

"All of these programs will not be offered at the same institution. What will be offered depends upon the needs, and desires of the students . . .

"What is a vocational curriculum?"—This is a program to train skilled workers of less than technician level. It is a one-year course. Some . . . are listed here: air conditioning and refrigeration, auto mechanics, baking, cabinet making, carpentry, cosmetology, diesel and truck mechanics, electrical installation and maintenance, furniture finishing, machine shop practice, plumbing and steam fitting, practical nursing, printing, radio and television work, tool and die making, upholstery, welding . . .

"What are short courses and what may be offered?"—These are courses designed to meet the vocational and cultural needs of the community. Courses may range from two weeks to a year and may consist of almost any subject. There may be refresher courses for the trades and technologies, courses introducing new information, such as color television servicing, and

courses in any of the hundreds of vocations by which people make a living. There may be courses in citizenship, art, music, dramatics, speech, ceramics, dancing, and many other areas of a cultural nature. These courses are considered adult education and are scheduled as needed. Special tuition charges will be paid for these courses.

"What will it cost to attend?"—The tuition fee will be about \$120 per year for those students in a degree program. Books and supplies should cost \$50-75, depending on the curriculum. The total cost should be \$200 or less, plus commuting costs and lunches. Fees will vary for students not in the degree program, but will be low.

"What kind of degrees will be awarded to graduates?"—Students who successfully complete the college parallel course will be awarded the Associate in Arts degree. Those who complete the two-year technical curriculum will be awarded the degree Associate in Applied Science. Those who complete other courses will be awarded certificates.

"Can I transfer credits from a community college to other colleges?"—Yes. The community colleges will be accredited, and senior colleges will accept transfer credits for college parallel work . . .

"How large will the community college be?"—There is no maximum limit on the number of students. There should be at least 400 full-time students by the end of the fifth year . . .

"Can I be admitted?"—Probably. The main idea of the community college is to put higher education where it is needed. There should be a program in which almost everyone can achieve some degree of success.

"What are the main advantages of the community college?"—It is near your home. It is inexpensive. It offers many different kinds of courses. Remedial courses will be offered. More individual attention can be given to students. Guidance will be available. You can prepare for a technical career without leaving your area. College parallel credits may be transferred to other colleges."

Superintendent of Sanford City Schools Dies at Home

Superintendent Malcomb Archibald McLeod, of Sanford city schools, died January 18 of an apparent heart attack at his home, while watching a basketball game on television. He was 57 years old.

McLeod had been superintendent of the Sanford schools for 18 years. The high school auditorium is named in his honor. He was born in Broadway, educated in Broadway schools, Elon College, and the University of North Carolina. He taught school at Broadway, Olivia, Lenoir, and Durham, and was principal of Cameron High School.

He was a member of the First Presbyterian Church, and a member of the Sanford Rotary Club.

Technician Training Leader Accepts Railroad Position

Russell A. Swindell, supervisor of vocational technician training in the Department of Community Colleges, resigned to become executive director of the North Carolina Railroad Association. He assumed the new office on December 16. Swindell is a former Hyde County member of the North Carolina House of Representatives. As the railroad association director, his duties will include serving as lobbyist on legislation affecting the railroads. He succeeds Wilbert Forbes, a former Camden County Representative, who becomes a special representative for Southern Railway.

The resignation was announced by Dallas Herring of Rose Hill, chairman of the N. C. State Board of Education, at a meeting of the board's vocational education committee. Herring expressed gratitude for Swindell's services "on behalf of the children of North Carolina, trade and industrial education, and public education in general for services unmeasured."

Herring said, "You have always acted in the highest tradition of the dedicated citizen, deeply concerned for the disadvantaged, the neglected, the forgotten, and the isolated."

Bomar Appears at Two Major National Meetings On Library and Audiovisual Materials Services

Cora Paul Bomar, Supervisor of Library and Audiovisual Materials Services, Department of Public Instruction, was on the program of two major national library meetings in November.

The first event was the Tenth Annual Allerton Park Institute of the Graduate School of Library Science, University of Illinois, held November 3-6. Miss Bomar presented a paper on, "The School Library Becomes a Materials Center: Stages of Development." She said to the librarians that instructional materials services are "here to stay" in school libraries. "The old question, 'Should we handle audiovisual materials?' has changed to 'How should we handle them?'" Librarians have the task of developing school libraries that are materials centers and learning resource centers, "even though the rate of development will be affected by sufficient personnel . . . , training, evaluative sources . . . , and budget."

Over one hundred school librarians, supervisors, and library science educators attended by invitation, from all parts of the United States. Theme of the institute was, "The School Library Materials Center: Its Resources and Their Utilization."

The second event was the Third Assembly on the Library Functions of the States, held November 13-15, in Washington, D. C. This assembly was sponsored by the American Association on Law Libraries, the Society of American Archivists, the U. S. Office of Education, and the Library of Congress. Miss Bomar spoke on "Responsibilities of State Agencies for School Library Services." She was the first State school library supervisor to speak to the assembly, which is held each two years.

Attending, by invitation of the Librarian of Congress, were more than 100 state officials concerned with library services, and representatives of related national organizations. The state officials represented library services in the areas of archives, history, law, legislative reference; public libra-

ries, school libraries; and library services for the blind.

Aims for the assembly were reflected in a separate theme for each of the three days: first, giving a comprehensive picture of present services; second, reporting current developments of significance; and third, asking the question, "How can we improve the services concerned with the library functions of the States?"

Miss Bomar, who is immediate past president of the American Association of School Librarians, spoke to the assembly on the first day.

Board Approves Presidents Three Community Colleges

Raymond A. Stone, Merton Branson, and Howard E. Boudreau were approved by the State Board of Education to head three new educational institutions at its January 9 meeting. Stone will be the first president of the new community college to be constructed in Moore County. Branson will be acting director of the Randolph Industrial Education Center, and Boudreau will serve as president of the Fayetteville Industrial Institute.

For the past several years Stone has served as assistant director of the Department of Curriculum Study and Research of the State Board of Education. He has teaching and administrative experience in the public schools of Wallace, Charlotte, and Wilson. He was also the executive secretary of the N.C. Citizens Committee for Better Schools.

H. Clifton Blue, chairman of the board of trustees of the Moore County institution said, "We're very fortunate to get a man of Stone's caliber." Stone, 36, was expected to assume the new position in February. He is a native of Franklin County, attended Louisburg College, earned a bachelor's degree in history and government at Wake Forest College, and a doctoral degree from the University of North Carolina at Chapel Hill.

Charlotte-Mecklenburg Schools Chosen for Film On School Library Service in National Project

Charlotte-Mecklenburg schools will be the site for a motion picture showing good elementary school library service, to be produced under sponsorship of the American Library Association.

The Dilworth Elementary School, centrally located in Charlotte, will be the main site for the film. This school and administrative unit were selected after a nine-thousand-mile national search for a school system that would provide "the best combination of staff, facilities, program, and community for purposes of the film," the American Library Association said.

Dr. A. Craig Phillips, superintendent of the Charlotte-Mecklenburg schools, said his staff and the community were "delighted and flattered to have been selected."

The film will be made in 1964. It is financed by part of a grant of \$1,130,000 from the Knapp Foundation, Inc., to the American Library Association. Production is by the Knapp School Libraries Project, administered by the American Association of School Librarians, a division of the American Library Association and a department of the National Education Association.

Nationwide use of this motion picture is planned by the sponsors, "for presentation on television and before live audiences, at every opportunity, to evoke interest in the school library program," ALA said. Running time will be 28½ minutes, and sale and rental of the film will be from the Knapp School Libraries Project, American Library Association, 50 East Huron Street, Chicago, Illinois, 60611.

The film is a part of the Knapp Project's five-year program to demonstrate the value of school library services and to show how the national standards for school libraries, developed by the American Association of School Librarians, can be used to improve an education program in a school.

Filming will be under the direction of Charles Guggenheim, of

Guggenheim Productions, St. Louis, Missouri. Serving as a consultant to the director will be Miss Virginia H. Mathews, associate director of the National Library Week program, who is representing the advisory committee of the Knapp School Libraries Project as a consultant.

27 Language Laboratories Installed Under NDEA

Twenty-seven language laboratories have been installed in North Carolina schools under provisions of the National Defense Education Act between 1959 and 1963, according to Carlton Fleetwood, State coordinator of the NDEA. Total cost of these installations amounts to \$241,485.45, half of which has been furnished by the fifteen administrative units in which the 27 laboratories have been installed.

In the Burlington city schools, language laboratories have been installed in four high schools: Williams, Broad Street Junior, Turrentine Junior, and Jordan Sellers; and in Greensboro four installations have also been made: Greensboro Senior, Walter Hines Page, Dudley, and Ben L. Smith.

Two language laboratories have been installed in each of the following administrative units: Fayetteville (E. E. Smith and Fayetteville Senior High Schools); Durham city (Durham and Hillside High Schools); Rocky Mount (Booker T. Washington and Rocky Mount Senior High Schools); New Hanover and Williston Senior High Schools; Wake County (Cary Senior and Fuquay High Schools); and Raleigh (Broughton Senior and Ligon High Schools).

Charlotte has one laboratory at Myers Park High School; Shelby, one at Shelby High School; Jackson County, one at the McKee Training School; Lincoln County, one at West Lincoln High School; Southern Pines, one at Southern Pines High School; and Leaksville, one at Leaksville High School.

Seven different systems are in use among the 27 schools in which installations have been made.

Pamlico County Votes Down School Consolidation Bonds

Voters in Pamlico County defeated a proposed school bond issue of \$500,000, in an election held January 14. The tally was 594 for the proposal, and 1,028 against.

Passage would have resulted in construction of a consolidated elementary school in the vicinity of Bayboro.

Catherine Dennis Receives Honor Twice in December

Dr. Catherine T. Dennis, supervisor of home economics in the State Department of Public Instruction, received in December one of the four outstanding service awards presented annually by the American Vocational Association. The ceremony took place in Atlantic City during the national convocation of AVA.

Members of the State Department attending this conference included Dr. Gerald James, T. Carl Brown, Richard B. Engard, A. G. Bullard, Edward Alderman, Mrs. Kelley Stanley, Miss Marjorie Cooper, and Joseph Clary, each representing a different section in vocational education. From the department of community colleges seven delegates were in attendance: I. E. Valentine, A. J. Bevaqua, Miss Miriam Daughtry, Samuel Morgan, Gene Phillips, John H. Blackman, and Vincent Outland.

Dr. Dennis's award was prompted in view of her distinguished service in the area of vocational home economics, not only in North Carolina but in the region and nation as well.

Late in December Dr. Dennis had the honor of being the only official woman delegate at the presidential signing of the education omnibus bill, at which she received one of the pens used by President Johnson in the signing of the bill.

Congratulations to Dr. Dennis for both of these recognitions. Much of the progress in vocational home economics in North Carolina is directly attributable to the outstanding leadership which Dr. Dennis has given this program.

Columbus County Community College Bond Vote Passes

Residents of Columbus County approved a bond issue of \$500,000 for half the cost of constructing a community college, to be matched by the State. The vote in an election held January 14 was 4,910 for, and 723 against.

The election also authorized the county commissioners to levy supporting taxes for the institution.

Importance of High School Graduation Told by Airman

Russell Lowman of Shelby, a former high school dropout who returned to graduate and now is a computing machine operator in the U. S. Air Force at Westover Air Force Base in Massachusetts, joined the College Day activities at Shelby High School on Veterans' Day, November 11. He assisted the Air Force recruiter serving the Shelby area.

Airman Lowman told his former school mates of the importance of a high school diploma and through understanding of high school subjects, for success in a military career field of their choice. He also described his own experiences as a dropout who returned to graduate.

He quit school in the 1960-61 school year, and began looking for a job. He was not hired, but his father found work for him as a laborer with a construction company. It was hard work offering a future of more manual labor. "I wanted to be somebody besides that," he said. He went to see the Air Force recruiter, Master Sergeant Clyde H. May, who advised him to earn a high school diploma and learn all he could in high school.

Lowman entered the summer term at Shelby High School in 1962, and during the winter term he took six units of credit to catch up and graduate. "That was tough," he said. He graduated in May and enlisted in the Air Force June 9. He will enroll in college courses offered outside working hours on the Air Force base, and he expects eventually to receive a college diploma.

National School Boards Association Announces Program for 1964 Convention at Houston, Texas

The program for the Annual Convention of the National School Boards Association at Houston, Texas, April 25 through 28, for board members and school superintendents has been released. The convention theme is, "School boards shape a free nation's future."

Special events include a tour of the Manned Space Agency of the National Aeronautics and Space Administration, near Houston, on April 25 at 10:30 a.m., the annual banquet at 7:30 p.m. on April 28, and a ladies tea at 3 p.m. on April 27. The Texas Spectacular and barbecue on Saturday, April 25 at 5:30 p.m. will be accompanied by a private cattle show, music by local school bands, and a "gala musical, dramatic, and dance fiesta. . . Some 3,000 Texans will take part in this Western and Mexican extravaganza."

Pre-convention meetings will be held on Thursday and Friday, April 23-24, by the NSBA board of directors and executive secretaries. A delegate assembly workshop will be held from 9 a.m. to 9 p.m. on April 24.

General registration is at the Rice Hotel, all day Saturday, April 25. First business session of the delegate assembly is at 9 a.m. that day. A barbecue and Texas Spectacular are scheduled at 5:30 p.m.

Board members of cities over 300,000 will meet at 10 a.m., Sunday, April 26, and the first general session of the convention will be at 2:30 p.m. Sunday. Further general sessions and special interest groups will meet all day April 27 and April 28. Post-convention opportunities include an air tour to Mexico for four days starting April 29 at 7 p.m., to include Mexico City, Xochimilco, Cuernavaca, Taxco, and Acapulco.

Information is available from the National School Boards Association, 1940 Sheridan Road, Evanston, Illinois, 60201. Reservations are being accepted at the NSBA Housing Bureau, Room 1101, 1006 Main Street, Houston, Texas, 77002, until April 10, 1964.

A map of Houston, a list of hotels, accommodations and prices,

and description of the convention program and special events, may be obtained from NSBA headquarters by members who have not already received their copies in the mail.

Community College Approved In Rockingham County Vote

Rockingham County voters on November 19 approved a bond issue of \$1,250,000 and a tax levy of not more than 8 cents on the \$100 valuation, toward financing a community college expected to be opened by the fall of 1965. The vote was 7,376 for, and 1,902 against.

Rockingham County was the second to vote local funds for participation in the community college act of the 1963 General Assembly. Moore County was the first on November 5, approving a bond issue of \$1,000,000.

The State is to furnish \$500,000 toward construction of the college, and \$600,000 for equipping, plus 65 per cent of the operating cost. Present construction plans call for an industrial education center to cost about \$575,000; a liberal arts building, \$325,000; commercial building, \$325,000; gymnasium, \$275,000; and administration building, \$225,000.

The Rockingham County community college is to operate from 9 a.m. to 10 p.m., and students are to commute, since no dormitories are planned.

Twelve trustees for the college are to be appointed, of whom four are to be selected by the Rockingham County school board, four by the county commissioners, and four by the Governor. The trustees appointed by the Governor may be at large, others must be residents of the county.

A steering committee headed by Welsford Bishopric of Spray has recommended a location for the college on a site owned by the county at the intersection of North Carolina highways 65 and 87 near Wentworth. The county property has 65 acres. Owners of adjoining property have promised to make more land available if needed.

Minimum Scores on National Teacher Examination Are Specified for New Certificate and Ratings

The State Board of Education on January 9 set minimum scores on the National Teacher Examination as a requirement for certification. The action will be effective with the issuance of new ratings and new certificates dating from July 1, 1964. This will include all candidates graduating after January 1, 1964.

The minimums apply to the weighted common section of the NTE. The Board did not specify minimums for the optional sections of the examination, covering the applicant's teaching field or fields.

The NTE has been required for North Carolina certification since 1960, but without specific minimum scores. The results have been used for research purposes.

In announcing the new requirement, the Board of Education pointed out that the National Teacher Examination is one of many criteria used in assuring that persons admitted to teaching careers meet high standards of "intelligence, academic achievement, physical stamina and health, emotional stability, moral and ethical fitness, knowledge of correct spoken and written English, and ability to work with others."

NTE Requirements

The minimum scores on the weighted common section of the National Teacher Examination as specified by the State Board of Education at its January 9, 1964, meeting include:

1. Regular "A" Certificate: 450.

A candidate who meets all requirements for the "A" certificate, but scores less than 450 and not lower than 400 on the weighted common examination is issued a probationary certificate. The holder of this certificate must convert to the regular certificate by attaining the 450 required minimum score within a two-year period. Failure to reach the score within the period will void the certificate until the minimum score has been attained

"No certificate is issued to an applicant who makes a score lower than 400 on the weighted common examination until an acceptable score is made in a later examination."

2. Graduate and/or Advanced Certificate: 500.

No graduate or advanced certificate shall be issued to an applicant who makes a score lower than 500 on the weighted common examination until the score is raised to 500 or above in a later examination.

3. Emergency Rating and Certificate Below Class "A": 450.

A candidate who meets all requirements for a rating or a certificate in this category but scores less than 450 and not lower than 400 on the weighted common examination is issued the appropriate probationary emergency rating or certificate subject to and limited by the certification regulations. The holder of the probationary rating or certificate must convert to a regular rating or certificate within a two-year period by attaining the 450 required score. Failure to make the conversion will void the rating or certificate until the minimum score is attained. "No rating or certificate will be issued on a score of less than 400 on the weighted common examination."

Dr. J. P. Freeman, director of the Division of Professional Services of the State Department of Public Instruction, explained in a letter to school superintendents and to deans of college education departments, on January 10: "It should be emphasized that the Board of Education does not believe that performance on the National Teacher Examinations necessarily bears any relationship to the quality of teaching in the classroom or the quality of service a teacher may render to a school or community. However, it does believe that the tests provide good

Caswell School Man Accepts Vocational Technician Post

The new supervisor of vocational technician education in the North Carolina Department of Community Colleges is Edward H. Wilson of Blanch, assistant superintendent of Caswell County schools. Wilson is a graduate of N.C. State of the University of North Carolina, Raleigh, where he majored in agricultural education. He was a member of the North Carolina House of Representatives for five consecutive sessions beginning in 1955.

Governor Terry Sanford commented on Wilson's service in the House during the last session of the legislature, saying that more school men were needed in legislative sessions concerned primarily with educational matters.

Wilson at age 47 is married and has four children. He is a veteran of World War II and the Korean War, and he is a lieutenant colonel in the Army Reserve. He succeeds Russell Swindell, who became executive director of the North Carolina Railroad Association on December 16. Swindell is a former Hyde County member of the North Carolina House of Representatives, and he succeeds Wilbert Forbes, a former Camden County Representative, who has accepted a position as a special representative for Southern Railway.

measures of a teacher's academic preparation for teaching."

The weighted common section of NTE provides measures of a teacher's knowledge, Dr. Freeman wrote, "with respect to (1) techniques of teaching and related professional matters," and "(2) cultural background information expected of college graduates." The optional section provides measures of a teacher's knowledge of "subject matter in the teacher's field of certification. Consequently, it would appear at this point that the National Teacher Examinations should be considered as a quality measure of teacher preparation rather than a predictor of future success in teaching."

Main Legal Responsibilities of School Boards Are Extracted from North Carolina Statutes

Sections of the General Statutes of North Carolina that pertain to the legal responsibilities of county and city school boards were extracted recently at the North Carolina Department of Public Instruction. The list is not intended to be exhaustive. It is reproduced here as a matter of convenience, arranged under the following arbitrary headings: General; Site, Plant, and Area Transportation; Employment; and Curriculums.

General

Provide an adequate school system and have general control over all matters not conferred or imposed on some other official by law, for the schools in their administrative unit. Section 115-35.

Regulate extracurricular activities, approve schedule of fees, adopt regulations governing solicitations, sales, and fund-raising activities. Section 115-35.

Fix time of opening and closing of schools daily. Section 115-35 (e).

Purchase all supplies, equipment, and materials in accordance with contracts with State Division of Purchase and Contract. Section 115-52.

File all budgets requesting funds to operate schools, with the taxlevying authorities on or before June 15. Section 115-80.

File operating budget with the State Board of Education on or before October 1. Section 115-83.

Pay all obligations promptly when due. Section 115-89.

May establish and administer endowment funds financed by gifts, donations, or bequests. Section 115-316.

Submit for approval of State Board of Education a schedule of book rental fees charged, if operating a local book rental system. Section 115-225.

Cause to be made an annual audit of all funds. Section 115-97.

Petition county commissioners for elections pertaining to schools.

Section 115-118. (Purposes for which elections may be called are named in Section 115-116: (a) To vote a supplemental tax; (b) To increase a supplemental tax rate; (c) To enlarge a city administrative unit; (d) To supplement and equalize educational advantages; (e) To abolish a special school tax; (f) To vote school bonds; (g) To provide a supplemental tax on a county-wide basis after petition by boards of education for consolidation of city or county administrative units; and (h) To annex or consolidate areas or districts from contiguous counties and to provide a supplement school tax in such annexed areas or consolidated districts.)

Site, Plant, and Area

Acquire suitable sites for school plants and facilities. Section 115-125.

Erect and repair schoolhouses. Section 115-130.

Sell, exchange, or lease school property. Section 115-126.

Retain, through superintendent, deed to all school property. Section 115-127.

Promulgate regulations for use of all facilities including lunchrooms for other than school purposes. Section 115-133.

Insure public school buildings and equipment. Section 115-133.1.

Divide administrative unit into attendance areas. Section 115-35.

Recommend district lines and their modifications to the State Board of Education. Section 115-74.

Provide for the assignment of each child residing in the administrative unit who is qualified for admission to a public school. Section 115-176.

Consolidate schools located in the same district and consolidate school districts, with approval of the State Board of Education. Section 115-76.

Employment

Employ city school principals, teachers, and other personnel; and approve the employment of county school personnel. Section 115-21;72.

Select a superintendent; prescribe his duties; and remove him for cause. Section 115-39; 41; 42.

Provide to the superintendent an appropriate office, equipment, and assistance. Section 115-40; 44.

Appoint district committeemen, and remove them for cause. Section 115-70; 43.

Make rules governing conduct of teachers, principals, supervisors; investigate and pass on character of school personnel, and take appropriate action against unsatisfactory employees. Section 115-45.

Provide for professional growth of teachers. Section 115-46.

Dismiss, by specified procedures, principals, teachers, and other personnel for cause. Section 115-145.

Purchase annuity contracts for their employees. Section 115-153.1.

Employ, upon recommendation of superintendent, attendance counselors. Sections 115-168.

Curriculum

Determine length of school day, month, and term. Section 115-36.

Provide for efficient teaching in each grade of all subjects, including Americanism, government of the State of North Carolina and the United States, fire prevention, alcoholism and narcotism. Section 115-37.

May provide for a program of adult education. Section 115-199.

Provide driver training. Section 115-202.

May provide for kindergartens. Section 115-38.

Transportation

May acquire, own, and operate school buses for transportation of pupils. Section 115-180.

Adopt regulations on use of buses for field trips. Section 115-183.

Employ properly qualified bus drivers and assign drivers to each school. Section 115-185.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

Henry C. West, statistician for the State Department of Public Instruction, has submitted his resignation effective February 11, according to a recent announcement by State Superintendent Charles F. Carroll.

A. G. Bullard was named "Tar Heel of the Week" by the News and Observer in its feature column of the January 11th edition.

Ten Years Ago, 1954

Dr. James Y. Joyner, North Carolina's only living ex-State Superintendent of Public Instruction, died at Lenoir County Memorial Hospital on January 24.

Fifteen Years Ago, 1949

A year's leave of absence has been granted Julia Wetherington, Associate in the Division of Instructional Service, in order that she might accept employment in occupied Germany with the U. S. Military Government.

Governor Kerr Scott has promised to back teachers' demands for a yearly minimum salary of \$2,400 plus unspecified increments based on length of service.

Twenty Years Ago, 1944

New superintendents: Shelby—J. G. Hagaman; Tryon-Saluda—L. K. Singley; Mecklenburg—J. W. Wilson.

Twenty-five Years Ago, 1939

Headlines: School Pay Boost, 12th Grade Hinge on Budget Study, *Raleigh News and Observer*; Erwin Urges That Teachers Pay Be Raised to 1929 Level, *Greensboro News*; Adult Classes In County Increase by 400, *Gastonia Gazette*; Adult Illiteracy Disappearing Here, *Asheville Citizen-Times*; Lenoir School Band Wins National Fame, *Charlotte Observer*; PTA Seeking 12 Grades, Aid to N. C. Schools, *Hickory Record*; Windsor Citizens Want School Gym, *Elizabeth City Advance*; Public School Music Meeting Is Held Here, *Wilmington News*; Supplement Is Requested for Schools, *Winston-Salem Journal*.

Merger of School Units

Recommended For Savings

Possibilities of savings on school administrative costs combined with improved educational offerings when small school systems within a county merge to one large administrative unit were discussed in *The Pilot*, newspaper of Southern Pines, Moore County, December 12. This discussion was a reprint of an article by Bill Womble of the *News and Observer*, Raleigh, first issued last April.

Moore County has two city administrative units—Southern Pines and Pinehurst, besides the county school unit. Voters in the county passed a bond issue of \$1 million on November 5 to support a community college, and interest in education is high.

Comparative costs of operating public schools in countywide administrative units, versus costs in counties having several city school administrative units, are presented in the article. These data show that Johnston County's schools, all under one superintendent and with 17,173 pupils, cost a total of \$72,551 to administer.

Moore County, with three school administrative units and 9,245 pupils, cost \$71,323 to administer. The only county with six administrative units—Robeson—with 26,202 pupils, cost \$166,194 for administration. The largest county of the State by population—Mecklenburg—with 62,960 pupils under the single Charlotte-Mecklenburg school administrative unit, cost \$363,249 to administer.

Higher cost of administration per pupil are shown especially in counties with smaller population and more than one school administrative unit. Cherokee County, with three administrative units and 4,187 pupils, spent \$60,185 on administration. Pasquotank County with two administrative units and 5,922 pupils spent \$51,160 for administration.

MAKING TODAY'S NEWS

Rockingham (city). A special driving training program has been started since the holidays at Rockingham High School with approximately 30 students taking the course at the present time. *Richmond County Journal*, Jan. 9.

Richmond. If plans go according to schedule the county will vote on a \$300,000 bond issue for an industrial training center on March 7. *The Post Dispatch*, Jan. 9.

Charlotte-Mecklenburg. Dr. A. Craig Phillips, local school superintendent, will lead a discussion on science curriculum at the American Association of School Administrators convention in Atlantic City, N. J., Feb. 15-19. *Charlotte-News*, Jan. 9.

Craven. Two courses in accounting will begin at the West Havelock School the last part of January, announced the Craven County Board of Education. *The Sun-Journal*, Jan. 10.

Brunswick. State school officials have recommended that Brunswick County's eight high schools be consolidated into four new central points—two white and two Negro. *Wilmington News*, Jan. 9.

Caldwell. The Caldwell County Board of Education Monday night adopted a resolution for consolidation of Oak Hill, Happy Valley and Kings Creek High Schools. *Winston-Salem Journal*, Jan. 8.

Burlington. The Burlington Industrial Education Center yesterday was given the status of a technical institute by the North Carolina State Board of Education. *Burlington Times-News*, Jan. 10.

Catawba. The Catawba County Industrial Education Center will offer a new series of evening classes through its extension program, starting with the week of January 13, it was announced today. *Statesville Record and Landmark*, Jan. 8.

Goldsboro. The Goldsboro Industrial Education Center will offer a course in interior decorating beginning Wednesday which will meet each Wednesday from 7 p.m. to 10 p.m. for four weeks. *Goldsboro News-Argus*, Jan. 8.

NORTH CAROLINA PUBLIC SCHOOL

BULLETIN



MARCH, 1964

RALEIGH, NORTH CAROLINA

VOL. XXVIII, No. 7

Governor, Educators Join in Forming Institute For Research into Learning Processes, Methods

Governor Terry Sanford announced on Feb. 2 that he has joined with five North Carolina educational leaders in forming a non-profit corporation, the Learning Institute of North Carolina (LINC), which will carry on research into ways to improve learning.

Other purposes of the new institute, the Governor said, are to study means for putting into practice new educational procedures as they are discovered through research, and to form a central guiding agency for control of pioneering educational programs in North Carolina already established with the aid of funds from private foundations.

These programs include the Governor's School for gifted and talented students at Winston-Salem; the newly proposed Advancement School for students of above average ability who have failed to progress in the public schools; and another proposed school to study methods of instruction for the mentally retarded.

Joining the Governor in the move to form the Learning Institute are Dr. Charles F. Carroll, State Superintendent of Public Instruction; Dr. William C. Archie, Director of the State Board of Higher Education; Dallas Herring, Chairman of the State Board of Education; Dr. Douglas Knight, President of Duke University; and President William Friday of the Consolidated University of North Carolina.

Governor Sanford signed the charter for the new corporation as president of the North Carolina Fund, the agency already set up to handle millions of dollars in funds assured from private foundations to finance educational and development research in the State.

LINC, the Governor pointed out, is not an agency of the State, but is a private, non-profit corporation. Its headquarters should be in the Research Triangle area, he said.

Describing the purposes of the new organization, Sanford said, "LINC ought to delve into the very center of the problem of learning to try to find out why some children do well and some don't live up to their potentials.

"For a long time we've maintained that the children who don't learn are at fault.

"But we ought to stop blaming such important matters on children and look to ourselves and our own systems for some of the blame.

"This might mean new teaching methods, new approaches, and almost certainly it is going to put the spotlight on community faults outside the schools themselves."

The staff of LINC has not been selected, Sanford, said, but John Ehle of his staff will continue to co-ordinate this and other related projects. The corporation will have 12 directors, four from the State Board of Education, two from the State Board of Higher Education, two from the North Carolina Fund, and two each named by Duke University and the University of North Carolina, respectively.

The Advancement School, to be financed by a \$500,000 grant from the Carnegie Foundation, was announced earlier by the Governor. A federal grant of \$80,000 from the Department of Health, Education and Welfare is expected to make it possible for LINC to hold a series of conferences to plan the Advancement School and other phases of the institute's program.

Summer Grants Available In Special Education Areas

Summer school scholarships for North Carolina teachers of the mentally retarded and in other special education areas are available from three sources: the University of North Carolina at Chapel Hill, the State Department of Public Instruction, and the N. C. Association for Retarded Children.

Immediate inquiry about these scholarships is advisable, since some awards already are being approved.

Sixty graduate summer scholarships of \$600 are offered by the University under its Program for the Education of Teachers of Mentally Retarded Children. Information may be obtained from Dr. Hardwick Harshman, director of the program.

Information on possible scholarship in speech and hearing may be obtained from Dr. Arnold Perry, Dean, School of Education, University of North Carolina at Chapel Hill.

A number of summer scholarships are available through the Department of Public Instruction. These scholarships, in the amount of \$25 per semester hour of credit (maximum 6 s.h., per 6-week session, 12 s.h., per 12-week session) are available to those with junior standing or above intending to teach the mentally retarded. Details may be secured from Samuel C. Stell, Supervisor of Scholarship, Placement and Recruitment, State Department of Public Instruction, Raleigh.

The Association for Retarded Children will award 15 scholarships of \$100 each to teachers of the retarded for summer work. Information may be obtained from Mrs. Vida K. Bryant, N. C. Association for Retarded Children, P. O. Box 11042, Charlotte, 28209.

Superintendent Carroll Says...

(Excerpts from statement made at the Seventh Annual North Carolina Counselor's Conference, Raleigh, January 17, 1964.)

As I have remarked to my associates from time to time, I conceive guidance and counseling as representing the denominator in an arithmetical equation in which we have as numerators vocational education, college preparatory education, general education, or any other segment of education that one may envisage. In other words, I feel, and I trust that each of you concurs, that guidance and counseling should be available through school and home and church and community organizations to every pupil.

In the light of my own observations and experiences, I hereby record myself again as feeling that perhaps the greatest opportunity and challenge confronting educators today is represented in the need to spell out more concisely the functions of the person engaged in guidance and counseling. What can and should he do? What can and should he not do? What can he do well and what should he not even attempt?

After spelling out more satisfactorily the functions of the counselor, it would appear highly desirable that we come into possession of better means for evaluating and assessing the services in which we are engaged. The door of research in the area of guidance and counseling is wide open insofar as both responsibility and opportunity are concerned. I would say again also that I feel that one of the best services to be rendered by the counselor is to obtain the part-time services of competent collaborators within the community. No one person is omniscient. No 50 or 100 persons combined are omniscient. Yet, in the area of counseling there is vast untapped worth and value to be found in large numbers of people in every community who can and who doubtlessly would make a contribution to this field of counseling.

Teaching Religion

A British philosopher and theologian is quoted as relating that:

Not long ago I met one of our great school masters—a veteran in that high service. "Where in your time-table do you teach religion?" I asked him. "We teach it all day long," he answered. "We teach it in arithmetic, by accuracy. We teach it in language, by learning to say what we mean—'yea, yea and nay, nay!' We teach it in history, by humanity. We teach it in geography, by breadth of mind. We teach it in handicraft, by thor-

oughness. We teach it in astronomy, by reverence. We teach it on the playground, by fair play. We teach it by kindness to animals, by courtesy to servants, by good manners to one another, and by truthfulness in all things. We teach it by showing the children that we, their elders, are their friends and not their enemies."

—Finally he added a remark that struck me—"I do not want religion" he said, "brought into this school from outside. What we have of it we grow ourselves."

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CHARLES F. CARROLL

State Supt. of Public Instruction

Vol. XXVIII, No. 7

EDITORIAL BOARD

L. H. JOBE, J. E. MILLER,

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March, 1964

A university should be a place of liberty, and of learning.—Disraeli

I desire to see the time when education, and by its means, morality, sobriety, enterprise and industry, shall become much more general than at present.—Abraham Lincoln

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.—James Russell Lowell

Schools need not preach political doctrine to defend democracy. If they shape men capable of critical thought and trained in social attitudes, that is all that is necessary.—Albert Einstein

Today a world of knowledge—a world of cooperation—a just and lasting peace—may be years away. But we have not time to lose. Let us plant our trees this afternoon.—John F. Kennedy

Our public schools have not failed America. They have served it faithfully. They have served it well. And they are responsible, in large measure, for the salvation and for the success of our freedom in the world.—President L. B. Johnson

Education, without question, is the keynote to our liberties, our freedom, our security, our very survival. The penalty of no education or poor education almost always is the same: growing welfare rolls and penal systems, which are far more costly than the education program I am recommending to you.—Governor Carl Sanders, Georgia

A nation-wide survey of new activities by state and public agencies for the aged shows educators agree that learning knows no age limits. "It is utterly false and cruelly arbitrary," says famed anthropologist Margaret Mead, "to put all the play and learning into childhood, all the work into middle age, and all the regrets into old age."—Thomas C. Desmond, *Today's Health*

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Teaching The Study Skills

In Recent Years

Teaching the study skills and attitudes is an essential and perhaps sometimes underemphasized activity in the schools. A good place for such teaching often is in library science periods, but a few minutes on some aspects of study occasionally may fit into any classroom lesson. The time provided in class for reviewing results of a recent test, for example, has strong built-in incentives for students whose marks were less than the best.

Student attitude is important. Students should regard their study activities as opportunity for self-improvement and preparation for a career and a useful life. They should learn to find reasons for liking what they have to do. Interest makes learning easier.

In tackling any assignment or classroom presentation, students in the upper grades should learn to look for the main ideas, the theme and emphasis of the lesson. Ability to outline main and subordinate topics in class and study notes is a strong contributor to organized progress. Students should be able to weigh the importance of the various facts they read and hear in an orderly organizational pattern. The scientific method of identifying main facts and problems, finding likely conclusions, and making tentative decisions is a strong contributor, if not indispensable to good learning patterns.

Students should learn to establish favorable study conditions, preferably away from districting activities such as conversations or television programs. They should be resolved to make full use of the appropriate amount of time for each assignment. They should keep their notebooks, pens, and other equipment in a convenient place for use during study.

Every student should understand the need for relaxing occasionally, for changing posture, changing study from one part of an assignment to another, for finding a time for fun, and for taking care of his health. Getting organized and having a study system that is adjustable according to needs is a large part of the studying and learning activity.

Good teachers would do well to look for occasions when some carefully planned discussion on study methods would be appropriate to individual members or whole classes.

"How" and "What"

Those who contend that *how* one teaches is equally important as *what* one teaches have the same ultimate goal in mind as those who emphasize content above everything else: excellence of instruction and excellence in learning. Overemphasis in either direction has its perils, primarily that of meaningless separation; whereas, the congenial marriage of *what* and *how* suggests a productive and creative union.

Method is important—in terms of subject matter to be taught; in terms of age and other personal characteristics of students; in terms of a teacher's particular skills; in terms of how learning best takes place; and in terms of variety itself, a factor which no longer is ignored among those who are most successful in their teaching. *How* one teaches is so intimately related to *what* is learned that good teachers are forever trying to find the best *how* to match the specific *what*.

Agreement relative to the importance of this fundamental concept minimizes the chances for any major conflict between the forces of *what* and those of *how*. A truce, with an army of teachers, parents, and administrators on both sides waving white flags, might read:

"We, the former devotees of "what" and we the former devotees of "how" recognize that in striving against each other and in clamoring for distinction and priority all is lost! No one wins! Hereafter, let it be agreed that each teacher know well *what* he teaches, that each teacher know well *how* he can best teach it, and that each teacher know well *why* it must be taught!

Progress is never automatic. This is particularly true in the area of education. It is the result of high intention, sincere effort, intelligent direction, and skillful execution. Fortunately, these characteristics are prevalent in many schools throughout North Carolina. And, for this reason, continuing educational progress in the State has become synonymous with the State's very name, especially in recent years.

Programs at the local level are undergoing critical evaluation by laymen and educators on a cooperative basis; and Statewide programs, many of them experimental, are being initiated in an effort to fill gaps and find better ways of teaching in the public schools. The increased emphasis on vocational education in North Carolina gives promise of strengthening the State's current educational renaissance; and the initiation of a Statewide community college program gives reason for widespread optimism.

Community attitudes in many areas of the State indicate a growing concern for education, not only at *all* levels but for *all* students. Education for the handicapped and education for the gifted are receiving unparalleled attention throughout the State.

Equally significant as these tangible programs is the growing spirit of cooperation among public schools, institutions of higher learning, industry, and other agencies in the achievement of goals which, more and more, are recognized as basic for useful, productive, and creative living.

Educational progress in North Carolina, though not automatic, has been consistent, especially in recent years. Moreover, it has been the result of high intention, sincere effort, intelligent direction, and skillful execution.

Former Appalachian State College President B. B. Dougherty is Subject of Biography

The late president and co-founder of Appalachian State Teachers College, Dr. Blanford Barnard Dougherty, is the subject of a 222-page biography by the Reverend O. Lester Brown, who became a student of Dougherty in 1912, served later on the faculty, and is now a retired minister of the Western North Carolina Conference of the Methodist Church.

This volume is titled "Blanford Barnard Dougherty—A Man to Match His Mountains," and it is available from the author's daughter, Mrs. James R. Scoggins, 1424 Cyrus Drive, Charlotte, North Carolina, for \$5.35 including tax, postage, and handling. It is a handsome, clothbound book, copyright 1963, with Library of Congress catalog card number 63-23226.

Blanford B. Dougherty was born in 1870, near Boone; he died in 1957. He was named to North Carolina's Educational Hall of Fame by the North Carolina Education Association in 1962. He and his brother, Dauphin Disco Dougherty, started Watauga Academy in 1899 at Boone, on the present site of Appalachian State Teachers College. The Dougherty brothers were co-principals, and they were assisted by Mrs. D. D. Dougherty. Pupils could start in the first grade and continue through high school graduation.

Watauga County residents, including the citizens of the town of Boone, sought State support for locating a teacher training institution in the county, and the academy site was selected when the 1903 General Assembly of North Carolina authorized \$2,000 annually for operation and \$1,500 for buildings when a like sum was raised by the school. The name of the new institution was to be Appalachian Training School for Teachers. This training school started its first session on October 5, 1903.

Under a new charter in 1925, the name of the institution was changed to Appalachian State Normal School. B. B. Dougherty

was named president, and D. D. Dougherty was business manager.

In 1929 the charter was revised to extend the two-year normal school to a four-year college, and the name was changed to Appalachian State Teachers College. D. D. Dougherty was succeeded as business manager and treasurer, upon his death, by his wife, who continued in that position until 1938 when she was succeeded by their son, Barnard Dougherty.

Under the leadership of President B. B. Dougherty, the college was accredited in 1938 by the American Association of Teachers Colleges, and in 1942 by the organization which is now the Southern Association of Colleges and Schools.

This book of biography weaves the story of Dr. Dougherty with the growth of the college. Hundreds of names of educators and political leaders and other influential citizens of the State may be found through the book, as these persons joined with Dr. Dougherty in advancing the college.

A. B. Combs Advises Haywood County School Planning Body

A. B. Combs of Raleigh, former director of the Division of Elementary and Secondary Schools in the State Department of Public Instruction, is currently serving as professional consultant to the Haywood County joint school board in planning the county's two consolidated high schools.

Combs is advising the group on how to set up the information needed by architects and State school planners to expedite construction of the school units in the eastern and western parts of the county.

Under a special Legislative act, consolidation of the Haywood County and Canton school administrative units is to become effective July 1, 1965. At present, the county and city school boards are meeting as the joint board for the purpose of preparing the school plans. B. F. Nesbitt is chairman of the joint board.

Funds in School Mergers

The State Board of Education has adopted a policy guaranteeing that no administrative funds will be lost for at least two years after the merger of two school units. The Board earlier had guaranteed that mergers would result in loss of teachers.

Navy Encourages Young Men To Graduate, Then Enlist

The Navy, like other armed services, is encouraging young people to graduate from high school before enlisting. An article placed in the News Record newspaper at Marshall on December 5, by Navy recruiters, says, "Continuous efforts are made to assure educators that Navy recruiters are not seeking entry into their schools for the purpose of recruiting their students prior to graduation, but rather to assist in providing career guidance as experts on occupational information relating to careers within the Navy.

"Navy recruiters stress 'Stay in School' in their relationships with young men either individually or in groups during school talks. Should a dropout apply for enlistment, he is first encouraged to return to school. His parents and school guidance counselors are asked to use their influence in convincing the young man to reconsider.

"Although there is no actual requirement for a young man wishing to enlist in the Navy to be a high school graduate, certain restrictions are placed on the non-graduate, and the advantages of a diploma are many.

"First and foremost, with the latest technical advances presently being incorporated in today's modern Navy, such as digital computers, guided missiles, nuclear power, Polaris submarines, complex navigation and communications systems and other equipment, the advantages for the young man with a good educational background and ability to learn are greater than ever before.

"The career opportunities for advancement to officer and technical school training are limited to high school graduates."

Connecticut's Attorney General Defines Scope Of Decision on Devotional Exercises in Schools

Recent U. S. Supreme Court decisions prohibit prayers and devotional exercises as part of any public school program but do not require that boards of education adopt policies prohibiting such exercises in classrooms, Connecticut's attorney general stated in an opinion given in response to five questions submitted by that state's education commissioner.

Though adoption of such policies is not required, said Attorney General Harold Mulvey, "For a local school board to sit passively while the Constitution of the United States is being violated by its employees would appear to be something less than a proper discharge of its duties."

The attorney general advised State Education Commissioner William J. Sanders that the Supreme Court decisions imply that "a teacher, in the absence of board authorization," may not "on his own initiative or at the unanimous request of the pupils provide for devotional exercises of any kind . . . during the school day" without violating the Constitution.

Mulvey said that in his opinion the Court's decisions do not prohibit the following activities:

1. ". . . private, personal, unorganized prayer or Bible reading by pupils during free time, provided such is not a part of any school program and does not interfere with the school schedule."

2. Adoption by a board of education of "a policy providing for a period of silent meditation during the school day."

3. Prayers at school functions "not included in the regular school program, such as graduation and school banquets," since such functions "may more properly be designated as community rather than school functions," and their purpose is "primarily social and not educational."

4. Public school celebration of holidays which also have a religious connection, such as Thanksgiving, Christmas, Easter, Hannukah, Passover and St. Patrick's Day, since these holidays "have become so interwoven with the fabric of

life of all of our people that they are a civic rather than a religious observance insofar as our public schools are concerned."

Other programs or activities listed by Mulvey as in his opinion are permissible under the Court decision include:

Readings from speeches of great Americans and other documents of our heritage.

Presentation of music, oratory and art which may have had their inspiration in religion but which are educational for other reasons.

Presentation of courses about religion as a cultural force, courses in the history of religion and in comparative religion, and courses in the study of the Bible for literary and historical qualities.

Commissioner Sanders had requested the attorney general's opinion on five questions growing out of uncertainty about recent decisions of the Supreme Court on prayers (*Murray v. Curlett and Abington v. Schempp*, 83 Sup. Ct. Rep. 1560).

State Board Sets Open-Door Admission Policy For Community Colleges, IE Centers, Institutes

An open-door admission policy for industrial education centers, technical institutes and community colleges has been set by the State Board of Education.

At its Feb. 6 meeting, the Board also adopted a policy requiring that such institutions drop all high school programs by July 1, 1964.

Under the open-door policy, virtually all students, regardless of academic standing or background, will be allowed to enroll at the institutions and each student will be placed in the learning stratum for which placement tests indicate he is best suited.

Specifically, the resolution states that "industrial education centers, technical institutes and community colleges shall maintain an open-door admission policy . . . for all applicants who are high school graduates or school-leavers 18 years

Board Okays Use of Buses For Summer School Pupils

School buses may be used to transport pupils to and from summer school classes, provided local school boards pay all costs, including drivers' salaries and allowance for wear and tear on the vehicles.

The State Board of Education made this policy decision on Feb. 6 in the wake of a ruling by the State Attorney General which stated in part that local school boards "have the inherent right and authority to transport pupils in public-school buses to summer schools of the public-school system."

During the regular school term the State pays the costs of school bus operation. Summer schools are financed by local funds.

Earlier, the board's Finance Committee had refused a request from officials of the Charlotte City Coach Co. that such use of school buses be blocked. Under the Attorney General's ruling, the committee told officers of the bus firm, the State Board has no authority to block use of school buses for summer school transportation.

old or older . . . with selective placement in different curricula."

Under the policy, students engaging in college-parallel work must have high scholastic standing and their placement tests must indicate abilities suited to college-level work. High school dropouts and students of more limited ability would be welcome to take remedial courses.

The board's statement of policy on the high-school curriculum matter requires that such curricula must be developed by school systems throughout the State, rather than at post-high school institutions.

Dr. I. E. Ready, director of the Department of Community Colleges, said the policy allows for extending the termination date for such programs where local problems may require it.

Douglas Carter Chosen W-S Man of the Year For Outstanding Work In Special Education

C. Douglas Carter, director of special education in the Winston-Salem/Forsyth school system, was recently named "outstanding young man of 1963" by the Winston-Salem Junior Chamber of Commerce. Mayor M. C. Benton presented a plaque to Carter "for his distinguished service in education to the gifted and to the handicapped, not only in Winston-Salem but throughout North Carolina."

"More than anyone else," Benton stated, "Carter is responsible for the development of the special education program in Winston-Salem. He was teacher of the first class for gifted children in the city less than ten years ago. Since then, the city-county program has expanded to 58 classes."

Carter is a native of Winston-Salem and attended the city schools, graduating from Gray High School. He received his A.B. and M.A. degrees from the University of North Carolina, and is currently working toward his Ph.D. degree at Columbia University.

In Winston-Salem, Carter organized a summer program for gifted students, and for three years served as its director. He likewise organized a program for retarded students as part of the city's overall educational responsibility. Both programs are still in operation.

For four summers Carter has taught in a pilot program for gifted students at Western Carolina College; and for two summers he was responsible for a preparation program in special education for 150 teachers. These experimental programs have attracted national attention.

Last summer Carter served as director of the first Governor's School for 400 talented youth at Salem College, and has been reappointed to the same position for the coming summer. Carter is also consultant for the Walters School for the Gifted in New Orleans.

Editorial comment in the JOURNAL-SENTINEL stated: "Doug Carter moves in on a new idea like a kid going for his stocking at Christmas. The success of what he has done with the experimental

programs for retarded and gifted children, both here and elsewhere in the State, will have to wait for full measurement until these children are a little farther along the educational route. But his energy, enthusiasm, and capacity to translate an idea into action have been key factors in making these educational experiments possible."

Congratulations to a leading North Carolina educator! Douglas Carter is a man of many ideas; and is distinguished for his ability to get things done. Equally important are his sensitivity to the needs of all students, his commitment to education as the chief means of helping youth, and his implicit faith that the young people of this generation have more potential than that of any other generation. The BULLETIN and its readers are honored that the talents of Douglas Carter are being utilized in his native State.

'Junior Senators' Get View Of Government in Action

State Superintendent Charles F. Carroll designated the president and the secretary of the North Carolina Student Council Congress to represent the State in the U. S. Senate Youth Program.

Representing the Tar Heel State as "junior senators" in Washington Jan. 27-31 were Aaron Neal Clinard, a junior at Thomasville Senior High School and Shearon Holmes McIntosh, a senior at Marion High School, president and secretary, respectively, of the NCSCC.

The Senate Youth Program, established by Senate Resolution 324, is aimed at giving high school students a better knowledge of American political life. The week of activities for the student representatives included meeting with members of Congress, work with senators, discussions with representatives of the executive branch, and opportunity to observe the operations of the Senate.

IE Center Officer Takes Curriculum Library Post

Howard E. Hedinger, formerly Associate Director of the Wilson Industrial Education Center, has joined the staff of the Curriculum Laboratory in the State Department of Community Colleges.

Hedinger, a graduate of Asbury College, Wilmore, Ky., holds a master of arts degree in industrial education from the University of Michigan. He has held supervisory and teaching positions in engineering drawing, science, and industrial arts, and as an athletic coach. He will be concerned primarily with development of materials in apprenticeship programs and mechanical technology.

Fair Exhibits Will Inform Youth About Health Careers

The North Carolina Health Fair, sponsored by the Durham-Orange County Medical Foundation, is scheduled for April 1-4 at the Duke University Indoor Stadium in Durham.

Designed to focus attention on health careers, the fair will feature displays and exhibits on physical health, medical science, research and health care. It is expected that more than 50,000 youth and adults will attend the admission-free event.

The main purposes of the non-profit exposition are to inform youth about health careers; to provide teachers, counselors, principals and parents with the latest information on health careers and medical science; and to stimulate and increase public understanding of health professions and of achievement and progress in medical science and health care.

Among the exhibitors will be the American Medical Association, the National Health Council, the Atomic Energy Commission, the National Aeronautics and Space Administration and the U. S. Department of Health Education and Welfare.

Special arrangements will be made with the public schools and other organizations to promote maximum attendance by pupils.

Speech Therapy Workshop

Workshop sessions for speech therapists of Greensboro, Guilford County and High Point public schools were conducted Jan. 28, 29 and 30 at the Greensboro City Board of Education offices by Pearl R. Ramos, consultant in speech and hearing with the State Department of Public Instruction. Students in speech at Greensboro College also attended the sessions.

Bomar Attends Library Act Signing at White House

Cora Paul Bomar, Supervisor of Library and Instructional Materials Services with the State Department of Public Instruction, was one of about 35 people who attended the signing of the Library Services and Construction Act by President Lyndon Johnson at the White House on Feb. 11.

Miss Bomar, one of about 10 library officials at the signing, was invited to be present because she had been a member of the American Library Association's Legislative Committee for the past four years. The Committee had worked for passage of the act, which does not affect school libraries directly but provides funds for public library services and construction.

Others present at the signing in the President's office included Secretary of Health, Education and Welfare Anthony Celebrezze; U. S. Commissioner of Education Francis Keppel, other HEW Department officials, and congressmen and senators who had worked for the bill's passage.

Prior to signing the bill, President Johnson made a brief talk to the group, referring to the measure as "an act of national achievement" toward a goal of placing good libraries within reach of all the people. "Books and ideas are the most effective weapons against intolerance and ignorance," he declared.

The act provides for an increase in funds available to North Carolina public libraries for services from \$309,000 to \$594,000, and matching construction funds totaling about \$475,000.

N. J. School Maintains Low Dropout Rate Through Sound Educational Practices

The following account taken from *Education Summary* relates how a senior high school maintains a dropout rate of less than one per cent:

In 1961-62, only five of the 550 students at Moorestown, N. J. Senior High School (Grades 10-12) left and did not enter another school. In 1962-63, only six of the 630 students left school and did not enter another school.

"We are proud of this achievement," says Principal Carl F. Hensinger, "because it gives testimony to an intensive effort on the part of the entire staff to work with individual students and their problems. . . . Needless to say, the students who have difficulty in their studies make great demands on staff time; we are pleased to report that at no time was there ever an unwillingness on the part of the staff to go that extra mile which would help a youngster in difficulty."

How is this low dropout rate achieved? Superintendent Carl W. Hassel says there are no uniquely planned or catchy programs under way. Students complete their high school education in Moorestown for reasons which Hassel feels are basic to sound education in any community:

- Teachers view themselves as part of the counseling team and guide individuals in many ways.
- Curricular flexibility with in-class grouping allows teachers to shift children as needed, particularly in reading instruction. In the junior and senior high schools, students are placed in groups according to their own strengths and needs.
- An intensive effort to work with parents and community agencies helps make the guidance program effective.
- Special counseling is offered by a member of the senior high faculty. Boys with severe problems are taken under his wing. His schedule is adjusted to provide time for this type of counseling. His office is not formally attached to the guidance de-

partment; he works with the principal in assisting low achieving boys who are experiencing home, school, or community problems.

- Special courses, such as English for Gentlemen, are offered for low achieving boys at the senior high school.
- An extensive follow-up program is carried on by the senior high school guidance department. Funds are made available to employ a retired principal to study the careers of college and noncollege graduates. The results of his studies help locate weaknesses in the instructional program and lead to curricular improvements.

Valsame Describes Changes In Department's Approach

An article by Dr. James Valsame, Supervisor of In-Service Education, State Department of Public Instruction, appears in the December, 1963 issue of *The High School Journal*, published by the School of Education of the University of North Carolina.

In the article, "The Role of the State Department of Public Instruction in In-Service Education," Dr. Valsame discusses the influence exerted by professional, lay and governmental forces on the role of state departments of education on in-service education. He cites the development of the leadership function in this area, observing that there has been a change in emphasis "from inspecting in terms of minimum standards to informing, helping, stimulating, and encouraging local school systems" toward higher standards.

Dr. Valsame, in discussing the principles used as guides for the role of the State Department of Public Instruction in in-service programs, emphasizes the importance of "local initiative and control" and the subordination of regulatory and operational functions of the Department to leadership and coordination functions.

State School Facts

March, 1964

More As Well As Larger Percentage of High School Graduates Continue Formal Education Now, 1963, Than Five Years Ago, 1958

More students graduated from the public high schools of the State and a larger percentage of the number graduating continued their formal education beyond high school in 1963 than in 1958, five years ago.

A recent survey shows that 48,480 students graduated in 1963 as compared with 40,128 in 1958, an increase of 8,352 or 20.8 percent. The number of these graduates continuing their formal education increased during this five-year period from 16,924 in 1958 to 22,832, an increase of 5,908 or 34.9 percent. The number going to college increased 4,033, or 29.9 percent; whereas the number who enrolled in trade, business, and nursing schools increased from 3,437 to 5,312, a total of 1,875 or 54.6 percent.

The number of graduates entering military service increased only 180 during this period, from 2,137 in 1958 to 2,317 in 1963, 8.4 percent. And the number of graduates neither continuing a formal education nor entering military service increased 2,264, or 10.7 percent.

A percentage comparison of the follow-up of 1963 and 1958 high school graduates shows the follow-

category increased tremendously, from 775 to 1,840, or 137.4 percent. On the other hand, the number of girls enrolled in such schools increased during this period only 30.4 percent, from 2,662 to 3,472. As will be observed from the table, there are more girls than boys in this category, 7.9 percent of the graduating boys and 13.8 percent of the girls in 1963 as compared with 4.2 percent boys and 12.3 percent girls in 1958.

The change in percentage of boys and girls entering military service is not significant after the .5 percent decrease that occurred in 1959.

An analysis of figures for those graduates who neither continued their formal education nor entered military service shows a percentage above 50 percent in 1958, 1959 and 1960 and below that percent-

age in 1961, 1962 and 1963. Over the five-year period, percentages for both boys and girls have reduced, boys 4.1 percent and girls 4.4 percent.

Race

Space is not sufficient here to analyze in full the figures as to the division by race. There are a number of significant things, however, that these figures show. A few may simply be pointed out as follows:

- The number of boys graduating from high school, both white and Negro, increased during the five-year period more rapidly than girls, thus resulting in 1963 to a more nearly equal division: 51.9 percent boys and 48.1 percent girls in the case of whites; and 49.7 percent boys and 50.3 percent girls in the case of Negroes.

- A larger percentage of white boys and girls enroll in college than Negroes—white, 39.1 percent of white graduates; Negro, 27.1 percent. In the case of whites, a larger

percentage of boys (41.8%) than girls (36.6%) who graduated in 1963 entered college. In the case of Negroes, a larger percentage of girls (30.6%) than boys (23.1%) entered college. Both the number and percentage of Negro boys who entered college decreased in 1963.

- A larger percentage of white graduates entered trade, business and nursing schools than Negro graduates—12.5 percent and 6.3 percent respectively.

- The percentage of 1963 graduates entering the military service was slightly greater in the case of Negroes.

- The percentage of 1963 graduates who ended their formal education with completion of high schools was much greater for Negroes than for whites—61.3 percent and 43.8 percent respectively. This percentage in the case of Negroes is approximately constant for the five-year period. In the case of white graduates, however, a definite decreasing trend was noted.

FOLLOW-UP SURVEY OF HIGH SCHOOL GRADUATES

TOTAL

Category	Number Graduates					Percent Graduated					5-year			
	1958	1959	1960	1961	1962	1963	Increase	1958	1959	1960	1961	1962	1963	Increase
Seniors Graduated	40,128	42,954	45,291	50,187	48,068	48,480	8,352	100.0	100.0	100.0	100.0	100.0	100.0	20.8
Boys	18,437	20,063	21,104	23,342	22,921	23,394	4,957	46.2	46.7	46.6	46.5	47.7	48.3	26.9
Girls	21,691	22,891	24,187	26,845	25,147	25,086	3,495	53.8	53.3	53.4	53.5	52.3	51.7	16.2
Enrolled in Sr. Colleges	10,982	11,785	13,059	15,311	14,681	14,896	3,964	27.2	27.4	28.8	30.5	30.5	30.7	36.3
										29.2	31.7	30.8	31.6	40.0

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Boys and Girls

More girls than boys graduate from North Carolina public high schools. In 1963 this division was: boys, 23,394; girls, 25,086 (48.3% boys and 51.7% girls). In 1958 the division was: boys 18,437 (46.2%) and girls 21,591 (53.8%). It is thus seen that the proportion of boys who graduate from the high schools tends toward equalization. During the five-year period, the number of boys graduating increased 26.9 percent as compared with a 16.2 percent for girls.

Of the number graduating from high school, a larger percentage of boys than girls entered college, both in 1958 and 1963. The difference, however, was not as great in 1963 (2.3%) as in 1958 (3.5%). This decrease in difference is accounted for by the fact that boys going to college increased more rapidly during the period than girls—32.7 percent in case of boys and 27.3 in the case of girls.

The number of boys and girls who enrolled in trade, business, and nursing schools following graduation from high school increased from 3,437 in 1958 to 5,312 in 1963, a total increase of 1,875 or 54.6 percent. The number of boys in this

WHITE AND INDIAN														
Seniors Graduated	32,441	34,405	38,676	36,753	36,524	6,301	100.0	100.0	100.0	100.0	100.0	100.0	100.0	20.8
Boys	15,306	16,254	18,171	17,844	18,957	4,855	46.7	47.2	47.2	47.0	49.9	51.9	54.2	84.2
Girls	17,135	18,151	20,505	18,909	17,567	1,446	53.3	52.8	52.8	53.0	50.1	48.1	9.1	9.1
Enrolled in Sr. Colleges	8,976	10,113	12,152	11,547	11,753	3,456	27.5	27.7	29.4	31.4	31.4	32.2	41.7	41.7
Boys	4,564	5,177	6,127	5,795	6,112	1,956	29.4	29.8	31.9	33.7	32.5	34.5	47.1	47.1
Girls	4,412	4,936	6,025	5,752	5,641	1,500	25.7	25.8	27.1	29.4	30.4	30.0	36.2	36.2
Enrolled in Jr. Colleges	2,475	3,034	3,883	2,883	2,526	141	7.9	7.6	7.7	7.8	7.8	6.9	5.9	5.9
Boys	1,311	1,422	1,559	1,574	1,285	48	8.8	8.6	8.8	8.6	8.8	7.3	8.9	8.9
Girls	1,164	1,246	1,475	1,309	1,241	93	7.1	6.8	6.8	7.2	6.9	6.6	8.1	8.1
Enrolled in All Colleges	11,451	12,781	15,136	14,430	14,279	3,597	35.4	35.3	37.1	39.2	39.3	39.1	33.7	33.7
Boys	5,875	6,599	7,686	7,369	7,337	2,004	32.2	32.4	33.9	36.5	37.3	36.6	30.1	30.1
Girls	5,576	6,182	7,500	7,061	6,942	1,593	32.8	32.6	33.9	36.5	37.3	36.6	30.1	30.1
Enrolled in Trade, Bus.	3,017	3,347	39,62	4,442	4,565	1,760	9.3	9.3	9.7	10.2	12.1	12.5	62.7	62.7
Schools, Nursing, etc.	637	789	942	1,575	1,605	968	4.5	5.2	5.8	6.8	8.8	9.1	152.0	152.0
Boys	2,228	2,405	2,723	2,867	2,960	792	13.5	13.0	13.2	13.3	15.2	15.7	36.5	36.5
Girls	2,228	2,405	2,723	2,867	2,960	792	13.5	13.0	13.2	13.3	15.2	15.7	36.5	36.5
In Military Service	1,678	1,732	1,908	1,774	1,632	-23	5.6	5.2	5.0	4.9	4.8	4.6	-1.3	-1.3
Boys	1,627	1,684	1,824	1,699	1,628	-20	11.7	10.6	10.4	10.0	9.5	9.2	-1.2	-1.2
Girls	51	48	84	75	54	-3	.4	.3	.3	.4	.4	.3	-5.3	-5.3
End of Formal Education	15,031	16,295	16,545	16,107	15,998	967	49.7	50.2	48.2	45.7	43.8	43.8	6.4	6.4
Boys	7,015	7,829	7,422	7,201	8,327	1,883	45.6	45.8	43.1	40.9	40.4	39.9	29.2	29.2
Girls	8,016	9,516	10,198	8,906	7,671	-916	53.3	54.1	52.6	49.7	47.1	47.4	-10.7	-10.7
NEGRO														
Seniors Graduated	10,513	10,886	11,511	11,315	11,956	2,051	100.0	100.0	100.0	100.0	100.0	100.0	100.0	20.7
Boys	4,757	4,950	5,171	5,077	5,941	1,526	44.6	45.2	44.5	44.9	44.9	49.7	34.6	34.6
Girls	5,756	6,036	6,340	6,238	6,015	525	55.4	54.8	55.5	55.1	55.1	50.3	9.6	9.6
Enrolled in Sr. Colleges	2,899	2,946	3,159	3,134	3,143	508	26.6	26.7	27.2	27.4	27.7	28.3	19.3	19.3
Boys	1,181	1,179	1,280	1,254	1,252	136	25.0	24.8	24.3	24.8	24.7	22.3	13.4	13.4
Girls	1,623	1,767	1,879	1,880	1,891	380	27.9	28.3	29.5	29.6	30.1	29.3	23.5	23.5
Enrolled in Jr. Colleges	160	159	167	146	98	-72	1.7	1.5	1.5	1.5	1.3	.8	-42.4	-42.4
Boys	58	59	75	67	47	-11	1.3	1.2	1.2	1.5	1.6	.8	-19.0	-19.0
Girls	89	100	92	67	51	-61	2.0	1.6	1.7	1.5	1.1	.8	-54.5	-54.5
Enrolled in All Colleges	2,969	3,105	3,326	3,280	3,241	436	28.3	28.2	28.9	28.9	29.0	27.1	15.5	15.5
Boys	1,252	1,238	1,356	1,333	1,299	137	26.3	26.3	25.5	26.3	26.3	23.1	11.8	11.8
Girls	1,717	1,867	1,971	1,947	1,942	299	29.9	29.9	31.2	31.1	31.2	30.6	18.2	18.2
Enrolled in Trade, Bus.	534	523	632	756	747	115	6.4	5.1	4.8	5.5	6.7	6.3	18.2	18.2
School, Nursing, etc.	138	118	134	227	235	97	3.1	2.5	2.4	3.6	4.5	4.2	70.3	70.3
Boys	494	416	448	529	512	18	9.0	7.2	6.8	7.1	8.5	8.1	3.6	3.6
Girls	494	416	448	529	512	18	9.0	7.2	6.8	7.1	8.5	8.1	3.6	3.6
In Military Service	372	453	527	565	635	203	4.4	3.5	4.2	4.6	5.0	5.3	47.0	47.0
Boys	364	430	510	542	599	190	9.3	7.7	8.9	9.9	10.7	10.7	46.5	46.5
Girls	8	23	17	23	36	13	.4	.1	.4	.3	.4	.6	56.5	56.5
End of Formal Education	6,036	6,805	7,026	6,714	7,333	1,297	60.9	63.2	62.1	61.0	59.3	61.3	21.5	21.5
Boys	3,023	3,968	3,122	2,975	3,808	1,102	61.3	63.5	63.2	60.2	58.5	62.0	40.7	40.7
Girls	3,330	3,737	3,904	3,739	3,525	195	60.7	62.3	61.6	61.5	59.9	60.7	5.9	5.9

Attacks on Dropouts Continue Throughout State

Attacks on dropout problems continue in communities throughout the State. In Currituck County the Knapp High School parent-teacher association joined school authorities in sponsoring a presentation of dropout problems to classes of about 150 students in civic and government on two successive days in November. The Knapp PTA also will join the school in sponsoring three other instructional projects, in cooperation with the principal, W. F. Landing, and faculty members. The other projects will be on problems of early marriage; illegitimacy; and alcoholism and narcotics. The PTA is studying these problems also in its own meetings, with panels of moderators from schools, colleges, and other agencies.

In Albemarle, Stanly County, the Albemarle Optimist Club announced a four-point project to keep children in school through high school graduation. Project chairman Alton Whitley said the first point is public information to acquaint the people of the county with the importance of adequate education. The club will provide programs for other organizations in the county, including motion picture films.

The second point of the Albemarle Optimist Club program is dropout prevention. The club will cooperate in investigating causes and will work toward corrections. Among the investigations will be studies of possibilities for an industrial education center, and for offering additional courses in high schools of the county.

The third point is youth employment. The club will operate a clearing house for available part-time jobs and students who need these jobs. It will consult with employers for cooperative planning.

The fourth point is salvaging the students who have already dropped out, to get them back into school through graduation if possible.

In Surry County schools, Superintendent J. Sam Gentry said, "Although the problem of dropouts still exists, we can see an indication that more of our students are stay-

ing on in school to graduate than did formerly."

Gentry added, "We have found a definite correlation between attendance records and dropout percentages. . . . We feel a student's poor attendance might be a warning signal for us. This is not only true in our system, but in most of the others across North Carolina." He pointed out that at the end of legally required attendance, the sixteenth birthday, youngsters are leaving before they have an adequate opportunity to find out what the schools have to offer and before they learn their own interests.

New Curriculum Library Will Stock, Review Materials Developed for Mentally Retarded

Dr. Paul A. Peebles, formerly Consultant in Mental Retardation, is now Curriculum Specialist, heading the Special Education Curriculum Library of the State Department of Public Instruction.

The General Assembly last year appropriated \$90,000 for the biennium for development of the curriculum library and instructional materials center in mental retardation.

Included in the budget approved for the project are funds for workshops, fees for consultants, printing and binding of publications, purchase of curriculum materials, furniture and equipment, and salaries for the curriculum specialist, an editorial assistant and a stenographer.

The library is intended to help meet the need for instructional materials developed especially for the mentally retarded. It will function as a central depository for books and materials for the retarded. Reviews and recommendations by the staff concerning their use will be circulated among teachers throughout the State.

Further, Dr. Peebles said, an effort will be made to adapt and modify books and materials now used for the normal child for effective use with the mentally retarded.

Special Education Offices Moved to Cameron Village

The Special Education and Education for Exceptionally Talented staffs of the State Department of Public Instruction have moved from 115 N. Blount St. in Raleigh to the Cameron Village Shopping Center, at the corner of Oberlin Road and Clark Street.

The relocation was made necessary by the addition of several staff members—5 in the past year—and the expected addition of 13 more in the next six months. Space also was needed for the curriculum library and the instructional materials center.

Foreign Language Teachers' Spring TV Course is Planned

The Modern Foreign Language staff of the N. C. Department of Public Instruction, in co-operation with WUNC-TV, will present a television series for foreign language teachers this spring.

Five half-hour programs will be broadcast at 3:30 p.m. on the following Thursdays: March 5, 12, and 19, and April 2 and 9. Pre-program and post-program materials will be supplied all enrollees by local supervisors and directors of instruction. A certificate of participation will be offered each teacher who successfully completes the course.

The TV series is designed to acquaint teachers, supervisors and administrators with the theory and practice of modern foreign language instruction in line with the ideas accepted nationally as a result of extensive research and experimentation. Opportunity for intensive study of pronunciation in French and Spanish also will be provided.

This year the TV series will be available only to teachers within the WUNC-TV viewing range.

Languages Staff Seeks Data On Foreign Natives in Area

The Modern Foreign Languages staff of the State Department of Public Instruction is asking for information on native French-speaking, German-speaking and Spanish-speaking residents of North Carolina.

Virgil Miller, Modern Foreign Language consultant in the Department, said that a list of such people is being compiled to be sent to foreign language teachers throughout the State.

Both foreign language students and teachers might benefit immeasurably by acquaintance with people who speak as natives the languages they are studying and teaching, Miller said.

Educators Discuss Truancy Problem at Area Meetings

Three regional meetings of public school administrators for the purpose of discussing the problem of truancy were held by the State Department of Public Instruction at Goldsboro, High Point and Asheville, Feb. 4, 10 and 11, respectively.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, who led the discussion sessions with Assistant State Superintendent J. Everette Miller, said the problem officially became the educators' last year when the General Assembly declared that the schools and not welfare departments should be responsible for truancy.

The Legislature appropriated \$300,000 to help pay salaries of attendance counselors, Dr. Carroll said, but local funds also are necessary to do an adequate job.

In school units without attendance officers, he said, the responsibility rests with the superintendent.

"But the primary responsibility," he declared, "is that of the parents."

During the discussions, it was brought out that truancy not only hurts the pupil's chances of getting a good education, frequently leading to his dropping out of school altogether, but also cripples the schools financially.

Whiteville Schools Have Observer from Iceland, Students Hear About Life, School in His Land

Whiteville schools are being observed by an educator from Iceland, Valgardur Haraldsson, who is spending one month there as a part of a six-months tour he and five other Icelandic educators are making of the United States. The visitors are gathering information about how things are done in American schools, and why.

Haraldsson said Iceland has no school dropout problem. Half the school day is in academic subjects, and the other half is in physical education, music, vocational and other courses. Customarily a teacher in Iceland starts a class of pupils in the first grade and remains with it until it passes through the sixth, or final, year of elementary school. His class now is in its third year.

All students in Iceland are required to complete the sixth grade and the first two years of a four-year high school curriculum. Upon completing the second year of high school they are free to continue or drop out. "If one drops out," he said, "there is always a job for him or her. There are no idle youth in Iceland."

Students who graduate from high school and plan to enter college are given another year of college preparatory work before enrolling in the higher institution. For medical training, students must go to Europe or America for advanced study, but few who go away for specialized study ever return to Iceland, he said.

Teacher Haraldsson is a graduate of Iceland's University, and is a former college teacher. He said he hopes to visit a number of farms in America. Farming in Iceland is limited because only about one-seventh of the land is suitable for agriculture. Crops are mainly oats, rye, and hay to feed dairy herds.

Iceland has no beef cattle, but some hogs, he told students. Mutton and seafood are the main meats served. Importing of meat is prohibited by the government of Iceland, as a measure to support the numerous fishing fleets there. These catch mainly herring, haddock, and cod.

Dr. Johnston Reappointed Head of Governor's School

Dr. Joseph Johnston, Supervisor of Curriculum Development with the State Department of Public Instruction, has been reappointed superintendent of the Governor's School for gifted and talented high school students at Winston-Salem.

Dr. Johnston, renamed to the post by the School's Board of Governors, will take up residence in Winston-Salem in mid-May. The school will open in June for its second summer on the Salem College campus.

C. Douglas Carter, Director of Special Services for the Winston-Salem/Forsyth School System, will be in charge of the school's instructional program. He was director of the school last summer.

Dr. Johnston will report directly to the Board of Governors, which is under the State Board of Education. Carter, who last year handled many administrative details in addition to supervising instruction, will give his full attention to the instructional program this year.

The Governor's School of North Carolina is the special summer school for gifted and talented students, opened last summer. It operated for eight weeks on the Salem College campus in Winston-Salem, and will be conducted there this summer from June 10 through July 31.

The school will be open to rising juniors and seniors in the public schools of the State who have special aptitude or talent in academic areas or in the performing arts. Nominations made by superintendents will be evaluated and screened by a State-wide Committee, which will make the final selection of students for the school. Final selection will be made prior to April 20, said Dr. Johnston.

Students and teachers are learning as much from the visitor from Iceland as he is from them.

State Board of Education Amends Regulations Governing Public School Athletics Programs

Several additions and changes in public school athletic regulations were adopted by the State Board of Education at its Jan. 9 meeting.

The following amendments to the *Regulations Governing Athletics in the Public Schools of North Carolina* were recommended by the State Advisory Committee on School Athletics and Activities and submitted to several administrative units for reaction prior to their adoption by the State Board:

1. There shall be no Sunday practice in any sport. This includes the assembling of athletic squads for purposes of viewing films, chalk talks, or other matters pertaining to the coaching of the team.

2. A student absent from athletic practice for five or more days due to illness or injury shall receive a medical examination by a physician for readmittance to practice and contests.

3. Teams composed only of ninth grade students in a four-year high school shall not be permitted to play athletic contests on a night followed by a school day.

4. Teams composed only of ninth grade students in a four-year high school shall be limited to 7 football, 14 basketball and 14 baseball games.

5. Students in grades eight and nine or grades seven, eight and nine in a junior high school may be permitted to play 7 football, 14 basketball and 14 baseball games.

Special Education Workshop

A regional workshop on "Continuity of Curriculum for the Educable Mentally Retarded" was conducted by Allen R. Cohen, psychologist on the Special Education staff of the State Department of Public Instruction on Feb. 4 at the R. M. Wilson Junior High School in Rocky Mount. Teacher and administrators from Edgecombe, Nash and Halifax counties attended the meeting.

Need for More Practical Citizenship Training Seen

Educators generally seem to agree that our public schools have been doing a creditable job in teaching students about the structure of government, but "are less satisfied that an equally good job is being done in teaching the operations of government in our free society."

This is one of the conclusions given in a report entitled "A Survey of Requirements for Citizenship Education Among the 50 States," published at the end of January by the Robert A. Taft Institute of Government, New York, N. Y.

Perhaps connected with this feeling that students are not being familiarized enough with the practical side of government is the further conclusion that educators "seem to feel that young people reach maturity with insufficient knowledge of how to be effective citizens and a lack of determination to be politically active."

There is a great diversity of approach in the area of citizenship education in the various states, the Institute's researchers find. The report lists 21 subjects taught by statutory requirement in the field of citizenship education in one or more states.

In North Carolina instruction is required by statute in four of these subjects: American institutions and ideals, patriotism, United States Government and State government; while Pennsylvania statutes require instruction in all 21 subjects and Mississippi in 19, for example.

Summarizing its findings, the research group said it made no effort to evaluate the accumulated citizenship education data, nor did it take sides on the question of whether State legislatures should prescribe instruction in these subjects or leave it up to school administrators.

Special Adult Agricultural Courses Cover Wide Range

The State Board of Education has budgeted funds again this year for 100 percent of the salaries and travel costs of special adult farm instructors.

Under the adult farmer education program, the State pays the cost of employing specialized instructors to teach courses in almost any study area, according to demands of the community, provided the course is related to agriculture.

Courses most often taught are farm machinery mechanics, agricultural chemicals, poultry and livestock management and farm business management.

Louise Egan Joins Staff Of Community Colleges

Miss Louise Egan, registered nurse, joined the Department of Community Colleges, December 2, as assistant supervisor in practical nurse education and health occupations. She will assist Miss Miriam Daughtry, R. N., supervisor.

Prior to joining the vocational-technician division of the Department of Community Colleges, Miss Egan served as coordinator of the Charlotte program in practical nursing education. Before this, she had worked in similar programs in Wadesboro and in Durham for one and a half years each.

Miss Egan, a native of Elizabeth, New Jersey, has been in North Carolina since 1950. She possesses a B.S. in nursing education from Duke University and her R.N. certificate from Elizabeth General Hospital in Elizabeth, New Jersey. At present, Miss Egan is completing her master's degree at North Carolina State of the University of North Carolina.

In her new position, Miss Egan will assist Miriam Daughtry in supervising the nineteen nursing programs now in operation throughout the State, in establishing two new programs, in upgrading programs, in developing improved curricula, and in preparing special bulletins in practical nurse education and health occupations.

Legion Handbook Provides Scholarship Information

"Need a Lift?", an annually revised 100-page education and scholarship handbook published by the American Legion, lists sources of information on career training and scholarships available not only to veterans' children but to all pupils.

The handbook also contains information on educational benefits under state laws.

Copies can be obtained at 25 cents each from the American Legion, Dept. S, Box 1055, Indianapolis, Ind.

Stell Becomes Supervisor of Teacher Recruitment

Samuel C. Stell became supervisor of teacher recruitment, scholarship, and placement, in the Division of Professional Services, Department of Public Instruction, on January 1. He succeeded Clifton T. Edwards, who on the same day became director of the Division of Textbooks, Controller's Office, State Board of Education, succeeding Wade M. Jenkins, who retired.

Stell joined the Department of Public Instruction on September 1, 1961, as supervisor of nonpublic schools. He served one year as a supervisor of secondary education before he assumed his present position. He graduated from Tarboro High School, and attended East Carolina College where he received a bachelor of science degree in 1950 and a master of arts degree in 1951. He taught social studies in Pitt County schools for seven years, and in Winston-Salem city schools for one year.

From 1958 into 1960 as a graduate student at Duke University, Stell completed requirements for a doctor of education degree, except for a dissertation which will be on the history of teacher certification in North Carolina. In 1960-61 he was director of student teaching, on the faculty of Atlantic Christian College, until he joined the Department of Public Instruction.

Forty of State's 171 Administrative Units Have 119 Desegregated Schools This Year

Desegregation is now effective in 119 schools located in 40 of the State's 171 administrative units, according to information released by Southern Education Reporting Service.

These 119 formerly all-white schools have 1,865 Negroes enrolled, .538 percent of the Negroes in such units. A year ago 52 such schools in 18 administrative units enrolled 879 Negro pupils.

The first public school desegregation in North Carolina occurred in September, 1957, after Charlotte (now Charlotte-Mecklenburg), Greensboro and Winston-Salem (now Winston-Salem/Forsyth), by prior agreement, announced voluntary desegregation plans.

The following table shows a statistical summary of desegregation since that year:

Year	Units Desegregated	Biracial Schools	Negro Enrollment
1957-58	3	6	10
1958-59	4	7	14
1959-60	7	12	34
1960-61	10	12	82
1961-62	11	29	203
1962-63	18	52	879
1963-64	40	119	1,865

Moore County School Staff Newsletter Draws Comment

Moore County school administrative staff members have just started publishing an attractive monthly "Education Newsletter," which has elicited considerable favorable comment on the part of educators who have received copies.

The February issue of the publication, reproduced by an offset printing process, contains editorial comments on several topics, progress and planning reports, recognition of specific examples of good teaching, reports on school activities, an article on opportunities for summer study, and a calendar of dates to remember.

The printing is of good quality, the several photographic illustrations clearly reproduced, the format is eye-catching, and the contents designed for easy reading.

School Bulletin Issued

Northampton County school personnel have been provided with a well-organized 43-page bulletin containing complete listings of county public school officials and teachers, rather specific statements of policy on a variety of topics, information on guidance and testing procedures, school records and enrollment and other useful facts.

Jackman Joins Department As Publications Assistant

James E. Jackman joined the staff of the Department of Public Instruction on February 3 as assistant to L. H. Jobe in the Publications section. He succeeded Ronald E. Ware, who resigned to accept work elsewhere.

Jackman, born in Massachusetts and reared in Nebraska, received his early education in those states, having graduated from Central High School, Omaha, Nebraska, in 1943. He attended Nebraska Wesleyan University, Lincoln, Nebraska, and Norfolk Junior College, Norfolk, Nebraska, from 1943 to 1947, graduating from the former institution in 1950 with the AB degree.

Jackman took graduate work at The University of Nebraska and Duke University. Last month he completed work at Duke for the master's degree, which will be awarded in June of this year.

For the past five years, Jackman has been with the News and Observer, Raleigh, as State news desk assistant, with duties including editing, rewriting, make-up, headline writing, editing the Saturday church page, and book reviews. Prior to his work with the Raleigh paper, he was proofreader for the Durham Morning Herald for three years. He served with the army from December 1943 to April 1946.

Jackman is married; he and Mrs. Jackman have two children.

Mrs. Ruth Woodson, Elementary Supervisor, Honored by Rocky Mount Business Club

Mrs. Ruth Lawrence Woodson, supervisor of elementary schools in the State Department of Public Instruction, was recently named "woman of the year" by the Business and Professional Women's Club of Rocky Mount in recognition of her outstanding contribution in the field of education during the past twenty-five years.

Mrs. Woodson began her career in public education as an elementary school teacher in Rocky Mount in 1937. In 1946, she became supervisor of Sampson County Negro Schools; she was appointed to her present position in 1948.

A graduate of Hampton Institute with a B.S. degree and of Columbia University with an M.S. degree, Mrs. Woodson has also done additional graduate work at the University of Michigan. She has

also had special training in group dynamics in workshops at Bethel, Maine.

Mrs. Woodson is an honorary member of the State Committee on Improvement of Elementary Education, Board of Managers of the State PTA, "Who's Who in American Education," and "Who's Who Among Women in America."

Congratulations to Mrs. Ruth Woodson for her untiring efforts in behalf of the youth of North Carolina! This well-deserved honor comes as no surprise to those who, for years, have been aware of her well-informed, dedicated approach to improving educational opportunities for the elementary children of the State. Friendly, soft-spoken, and enthusiastic, Mrs. Woodson continues to exert a quiet but strong influence upon elementary education in North Carolina.

Psychologist, Editor Join Special Education Staff

Two new professional staff members have joined the Special Education section of the Division of Instructional Services.

Gerald C. Hudson, staff psychologist, was Acting Director of Juvenile Court Services, Savannah, Ga., before joining the Special Education staff in October. He supervised juvenile probation services, did vocational and educational guidance and therapy, and supervised inservice training of the juvenile court staff.

He holds the bachelor of science and master of science degrees in psychology from Richmond Professional Institute of the College of William and Mary.

Mrs. Mary Jo Plyler, editorial assistant for the new Curriculum Library, previously served as editorial assistant in psychology at the University of Missouri and as employment deputy and counselor with the Missouri Employment Security Commission at Columbia.

A graduate of Meredith College, she has completed work for the master of science degree in rehabilitation counseling, except for the thesis, at North Carolina State of UNC, Raleigh.

Marriage and Parenthood Rules Adopted at Asheboro

A firm policy for withdrawal and later readmission of students who become parents while in high school was adopted by the Asheboro city board of education at its meeting October 11. Rules were adopted formally and in written form after a study by a committee of the board.

Under the rules, married students who are expectant parents are required to withdraw for the remainder of the school, and may return to school the following year. Unmarried expectant parents will be readmitted not less than one year later than the birth of the child, and shall apply for admittance through the principal of the school last attended; the principal will refer each case to the superintendent for approval by the school board. Court conviction of fatherhood or voluntary admission will be applicable. Any student suspected of being pregnant may be requested to have an examination by a physician. Students who marry during pregnancy will be required to observe the time limitation for readmittance and the application procedure as for unmarried parents.

Two NDEA Foreign Language Institutes Set This Summer

Plans are being made for two National Defense Education Act Language Institutes in North Carolina this summer.

An institute for secondary school teachers of French and Spanish will be conducted at Appalachian State Teachers college in Boone, and another, for secondary school teachers of French, at North Carolina College at Durham.

School Design Consultant, Family Killed in Car Crash

Gareth Edwin Annas, 27, a design consultant in the School Planning Division of the State Department of Public Instruction, was fatally injured Sunday, Feb. 2, in an auto accident which also claimed the lives of his wife, infant daughter, mother and brother.

The accident, a head-on collision, occurred about 15 miles southwest of Winston-Salem on U. S. Highway 158. The Annas family was returning to Raleigh from a visit to the family home in Hudson.

Annas, who had been employed in the School Planning Division for 1½ years, graduated from Hudson High School. In May, 1959, he graduated from N. C. State. Henry Kamphoefner, dean of State's School of Design, said Annas was first in his graduating class scholastically. He was one of the few architects ever to pass all seven parts of the four-day State examination for registration as an architect the first time he took the exam.

Annas had become a corporate member of the American Institute of Architects in Charlotte just eight days before his death.

The others killed in the crash were his wife, Mrs. Katherine Warren Annas; their five-month-old daughter, Lilah Liayne; his mother, Mrs. Florence Sullivan Annas, 51, and his brother, Samuel Leon Annas, 24, a mechanical engineer with the W. C. Olsen engineering and architectural consulting firm at Raleigh, also a graduate of N. C. State.

The Attorney General Rules...

Use of School Buses for Transportation of Pupils to Career Day Programs; G.S. 115-183

In reply to your recent inquiry:

It appears that certain organizations not connected with the public school system desire school boards to operate school buses to transport pupils to planned county-wide career programs. Such a program brings together junior and senior high school students from all parts of a county at a central location where students have explained to them particulars within various professions and vocations and such programs may last from one to three days.

You inquire if the public school buses may be used to transport pupils for this purpose.

The use of public school buses is regulated and controlled by G. S. 115-183. The ordinary use of school buses is limited to transportation to and from public schools for the regularly organized school day (G. S. 115-183(1)). In subsection (5) of this same section school buses may be used for the transportation of pupils and teachers on necessary field trips to and from demonstration projects "carried on in connection with courses in agriculture, home economics, and other vocational subjects." School buses may be used for transportation to concerts given by the North Carolina Symphony Orchestra if the round trip mileage does not exceed 50 miles on any such trip.

While I recognize that an assembly of junior and senior high school students is a worthy and worthwhile project for the study of various professions and vocations and the things that they offer as careers for young people, nevertheless, I am of the opinion that such meetings or assemblies have no rational or legally authorized connection with the public school system and do not directly pertain to subjects studied and taught in

regular public school curricula. The field trips spoken of in the statute are directly connected with courses in agriculture, home economics, and vocational subjects. The use of the buses for such purposes, if it should prove to be unauthorized by court decision, would raise serious questions as to tort liability and the individual or personal liability of teachers, principals, superintendents and members of the board of education.

I am of the opinion, therefore, that public school buses cannot be used to transport pupils to planned county-wide career programs and that public school buses cannot legally be used for such purposes. Attorney General, January 30, 1964.

Publication of Audits

In reply to your recent inquiry:

You state that a school superintendent has asked if it is a legal requirement that all or portions of local school audits should be published in the newspaper.

This is answered by G. S. 115-97, which requires an audit of school funds and the filing of copies of the audit with various officials. The closing portion of Paragraph (5) of subsection (c) states as follows: "By October 1st after the close of the fiscal year, a summary statement of the report on the audit shall be published in some newspaper published in the county, or posted at the courthouse door if no newspaper is published in such county." Attorney General, January 18, 1964.

Right To Drive Automobile To School

In reply to your recent inquiry:

You inquire if a board of education has authority to adopt rules and regulations granting the board, the superintendent, or a principal the

authority, as a matter of school discipline, to deny a student the right to drive an automobile to and from school.

I am somewhat surprised that such a question should be pointed to this office since the right to drive a motor vehicle is one that is granted by the laws of the State and administered by the Department of Motor Vehicles. The only way this right to drive a motor vehicle can be revoked is by the Department of Motor Vehicles and its agents for reasons assigned in the statute or by the judges of the courts having jurisdiction by authority of law. The board of education of any county or city unit is not vested by law with any right to revoke or suspend this statutory right or permission granted by the State of North Carolina. Attorney General, January 18, 1964.

Driver Training Not Prerequisite for Graduation

In reply to your recent inquiry:

You inquire if a local board of education has the authority to require completion of a standard course in driver training and safety education as a part of the requirements for graduation from any high school under the jurisdiction of the board.

This question is answered by Article 24 of Chapter 115 of the General Statutes, and is provided by G. S. 115-201 that this type of instruction shall be non-credit courses. This instruction is offered to all eligible students who desire to take the courses and the instruction is not required.

I am of the opinion, therefore, that a county or city board of education does not have the authority and cannot require completion of a driver training and safety education course as a requirement of graduation. Attorney General, January 18, 1964.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

Resignation of John L. Cameron, Director of the Division of School Planning, State Department of Public Instruction, was announced early last month by State Superintendent Charles F. Carroll.

Dr. N. H. Shope, Elizabeth City superintendent, has been elected to head the Goldsboro city school system.

Ten Years Ago, 1954

James M. Dunlap, supervisor of city schools, has been appointed to a position in the Division of Elementary and Secondary Education, according to an announcement by State Superintendent Charles F. Carroll.

Dr. James Harris Purks, Jr., became Provost for the Consolidated University of North Carolina on January 1, succeeding Dr. Logan Wilson.

Fifteen Years Ago, 1949

"North Carolina schools are sick." This is what Superintendent C. F. Carroll of the High Point Schools and a member of the State Education Commission told the Joint Appropriation Committee on February 3.

There are 46,570 students attending the State's institutions of higher learning, according to a census of this enrollment taken last fall by Dr. J. E. Hillman, Secretary of the North Carolina College Conference.

Twenty Years Ago, 1944

The Weldon white school children have sold \$80,539.75 worth of bonds.

Distributive education classes were provided in 13 city administrative units during the year 1942-43, it is ascertained from the report of that work recently made to the Washington Office of Education.

Twenty-five Years Ago, 1939

One thousand prisoners, most of them under 30 years of age, are now enrolled in WPA and State-Aid Adult Education classes.

Maddrey Reviews Progress In CD Adult Education Work

More than 800 adults have been enrolled in courses offered under the Civil Defense Adult Education Program of the State Department of Public Instruction and 297 teachers have been trained to instruct such courses since the program got under way in November, 1962.

George D. Maddrey, coordinator of the program, cited these statistics in a status report submitted Feb. 6 to the State Board of Education.

The program was set up in October, 1962, when the State Board of Education entered into a contract with the U. S. Department of Health, Education and Welfare.

Maddrey, then with the Safety and Driver Education section of State Department of Public Instruction, was named coordinator, and Samuel M. Fishel of Franklinton was designated associate of the new program. Both attended the Civil Defense Staff College at Battle Creek, Mich., Oct. 28-Nov. 3, 1962. Lewis B. Lane joined the CD Adult Education Staff as an associate in July, 1963, and also attended the Staff College at Battle Creek for special training at that time.

In developing the North Carolina program, Maddrey and his associates have worked closely with the N. C. Civil Defense Agency and the U. S. Office of Education.

The first adult course in the State was taught by Fishel at Franklinton in November, 1962, with 86 adults taking part. Since then, the adult course, "Education for Living in the Nuclear Age," has been offered to 818 adults. Thirteen instructor-training courses have been held, with 297 teachers becoming qualified to instruct adult CD courses.

The pilot instructor-training courses were held in January and February, 1963, at Durham and Lumberton. Robeson County was the first administrative unit to offer the adult course, starting March 4, 1963. Jeane H. Hedgepeth taught this course to 35 students at Barker Ten Mile School.

MAKING TODAY'S NEWS

Caswell. The new 12-classroom addition to Bartlett Yancey High School here (Yanceyville) will be ready by the opening of school in September, Superintendent Thomas Whitley said today. *Greensboro Daily News*, Jan. 30.

New Hanover. New Hanover County School Building Bonds worth \$1,425,000 were sold Tuesday to Wachovia Bank and Trust Company, Wilmington. *The Wilmington Star*, Jan. 29.

Pender. The Pender County Board of Education at its January meeting decided to prohibit any outside organization from conducting fund-raising campaigns through the public schools of Pender County. *The Enterprise*, Jan. 23.

Lenoir. One consolidated unit to replace seven high schools in Lenoir County was endorsed by the Lenoir County Board of Education Monday. *Kinston Free Press*, Feb. 3.

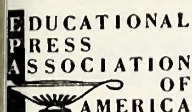
Person. Saturday, March 28, has been set as the tentative date for the \$2.6 million school bond referendum. *The Courier-Times*, Jan. 27.

Greensboro. Greensboro School Board Chairman Richard K. Hunter and Supt. P. J. Weaver have restated the board's policy that city schools are not to be used for electioneering and no pressure will be put on school employees to vote for any specific candidate or party. *Greensboro Record*, Feb. 5.

Harnett. A two hour library workshop was held in the Erwin School Library on Tuesday afternoon, Jan. 28, 1964, for the purpose of (1) evaluating the work being done to improve school libraries in Harnett County, (2) to discuss problems in book selection, (3) to review end-of-the-year report forms, and (4) to discuss other phases of library work that are significant to librarians. *Dunn Dispatch*, Jan. 30.

Martin. Dr. Paul S. Flynn, State Supervisor of Audiovisual Education from the North Carolina Department of Public Instruction, will conduct a regional audiovisual workshop in the Robersonville High School auditorium Wednesday, February 5. *The Enterprise*, Jan. 30.

NORTH CAROLINA PUBLIC SCHOOL



BULLETIN



APRIL, 1964

RALEIGH, NORTH CAROLINA

VOL. XXVIII, No. 8

UNC-Greensboro Announces Extensive Summer Program

The University of North Carolina at Greensboro announces extensive offerings for the summer session, June 8-July 17, 1964. Graduate and undergraduate men will be admitted as commuting students to the former Woman's College. Dormitories on the campus house women students.

The Director of the Summer Session has distributed a brochure to educators throughout the State advising that "Credit courses are available for the graduate, undergraduate, and teacher certificate renewal in the following fields of study: art, biology, business education, chemistry, drama, economics, education, English, geography, health, history, home economics, mathematics, music, nursing education, philosophy, physical education, physics, political science, psychology, romance languages, sociology, speech."

A National Science Foundation Institute in Mathematics and Science for Elementary School Teachers is planned, pending governmental approval. Other activities include a piano institute, piano workshop, string music institute, home economics conference, creative activities for preschool child, music and literature for preschool child, reading conference, and coaches' clinic.

"All facilities of the University are open to summer students: golf, tennis, swimming, bowling, skating, movies, lectures, concerts. Piney Lake offers boating, swimming, fishing, and picnic facilities," the brochure points out. Complete information is in the Summer Session Bulletin, obtainable by writing to Dr. John W. Kennedy, Director, Summer Session, University of North Carolina at Greensboro, postal zone 27412.

State Sets Up Coordinated Program to Further Education of Selective Service Rejectees

North Carolina initiated on March 1 an educational program designed to implement President Johnson's plan to give Selective Service rejectees a "second chance."

Utilizing the general adult education programs already in effect at education centers, technical institutes, and community colleges throughout the State, the program will involve the cooperation of the Selective Service System, the Employment Security Commission, and the Department of Community Colleges.

The program was outlined at a meeting in the Governor's Office on Feb. 20 by Dr. I. E. Ready, director of the State Department of Community Colleges; State Selective Service Director William H. McCachren; and J. W. Beach, director of the State Employment Service.

Under the program, young men who fail to meet the Selective Service educational requirements are referred by Selective Service personnel to the Employment Security Commission for counseling. Beach explained that the ESC counseling service is available at the 54 offices throughout the State and that part-time counseling is offered at 82 other points.

McCachren said an average of 2,000 young men are placed in the 1Y draft classification each month because of inability to meet educational requirements. Registrants are automatically placed in that classification, he said, if they have no more than an eight-grade education. Persons so classified would be called into service only in event of total war.

"North Carolina is in a position to put into effect immediately the President's stated purpose of making up the education weaknesses of those rejected for educational rea-

sons by the draft boards," Dr. Ready stated.

"This is true because North Carolina is prepared to give basic education training to any adult, regardless of the grade level he may have reached before leaving public schools. This training is provided through the general adult programs in the industrial education centers, technical institutes, and community colleges."

He pointed out that there are now 21 institutions of these types in operation. For those who do not live near enough to commute to such units, extension centers and individuals classes are being established, he stated.

Both programed instruction and more conventional class instruction methods are being employed in the adult education program and will be employed in both types of courses.

Institutes to Compare Democracy, Communism

East Carolina College and Appalachian State Teachers College will each conduct Institutes on Constitutional Democracy and Totalitarianism this summer for 120 selected teachers of social studies in North Carolina public schools.

The Institutes are sponsored by the N. C. Council on National Purposes, a Statewide citizens' group appointed by Governor Sanford in 1962 to promote citizenship education.

Their purpose is to prepare social study teachers to carry out the State Department of Public Instruction's new approach to teaching about communism, by "a constructive program of education and information, avoiding the extremes of left or right."

Superintendent Carroll Says...

(Excerpt from address made at the dedication of the J. T. Webb High School, Granville County, March 6, 1964.)

It is fine indeed to recognize the honor the name and memory of Mr. Webb, but in doing so, you who are responsible for having named this school for him have placed yourselves under profound and enduring obligation. I feel you are under an irrevocable obligation to use this school plant in such manner as will continuously reflect the ideals, philosophy, and principles possessed by the man whose name you are using.

Mr. Webb would have been very impressed with the outstanding physical features and characteristics of this very attractive building which we occupy at this moment. He would have liked the blending of the colors, because I am sure he wanted children to be provided with a colorful environment in which to grow and to learn. He would not have wanted a school building to be drab in appearance when the home and about everything else in a modern community is forever striving to be anything but drab. He recognized the influence of environment upon people. He knew that in addition to providing sheer shelter a school building is adequate only if it possesses psychological and social characteristics also.

But he would have looked far beyond brick and mortar and steel. He would have asked: For what purposes was this building designed and constructed? Certainly it can provide comfort, sanitary environment, eye appeal—but these elements are largely physical in nature. *A school building is important, it is a necessity, but it is not a prime significance. It has but one basic and justifiable reason for existence and that is to facilitate and effectuate the teaching and learning processes that go on within it.* It is an inanimate instrument designed to serve the animate. At its best, it is a harmonious arrangement of spaces in which boys and girls, possible men and women, can grow normally and progressively into happy and more useful people.

Mr. Webb would have pointed out that of primary importance in the whole educational process are definite ideas and plans with respect to what is going to happen in the school plant, what could and should happen, by and to and for whom it shall happen, and, why any of it should happen at all. Decisions along these lines determine purposes and objectives to be served, and thereby give value to the plant itself.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL

State Supt. of Public Instruction

Vol. XXVIII, No. 8

EDITORIAL BOARD

L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, JAMES JACKMAN

April, 1964

Schools need not preach political doctrine to defend democracy. If they shape men capable of critical thought and trained in social attitudes, that is all that is necessary. Albert Einstein

Today a world of knowledge—a world of cooperation—a just and lasting peace—may be years away. But we have no time to lose. Let us plant our trees this afternoon. John F. Kennedy

Our public schools have not failed America. They have served it faithfully. They have served it well. And they are responsible, in large measure, for the salvation and for the success of our freedom in the world. President L. B. Johnson

Education, without question, is the keystone to our liberties, our freedoms, our security, our very survival. The penalty of no education or poor education almost always is the same: growing welfare rolls and penal systems, which are far more costly than the education program I am recommending to you. Governor Carl Sanders, Georgia

A nation-wide survey of new activities by state and public agencies for the aged shows educators agree that learning knows no age limits. "It is utterly false and cruelly arbitrary," says famed anthropologist Margaret Mead, "to put all the play and learning into childhood, all the work into middle age, and all the regrets into old age." Thomas C. Desmond, *Today's Health*

Republics, one after another . . . have perished from a want of intelligence and virtue in the masses of the people . . . If we do not prepare children to become good citizens; if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with love of truth and duty, and a reverence for all things sacred and holy, then our republic must go down to destruction, as others have gone before it; and mankind must sweep through another vast cycle of sin and suffering, before the dawn of a better era can arise upon the world. Horace Mann

Challenge and Opportunity

Educational programs change only as people change; and people change only as understandings are enlarged, and as commitment and faith are increased.

In recent months schools in North Carolina have been challenged as never before to examine avowed purposes and known practices in terms of student achievement, ability, interests, and needs. The challenge has come through self-evaluation, from self-studies conducted on a schoolwide basis, from colleges, from industry, from parents, and from citizens at large.

As the needs of a rapidly changing society have been more sharply identified, schools have had a tendency to become articulate about these needs; and, in many situations this articulate concern for improved education has led to the initiation of changes.

On occasions, existing courses have been refined and new emphases introduced; at times new courses have been added; and, once in a great while, courses have been combined or deleted. Likewise, in response to the changing needs of society and to the ever-increasing desire to have excellent programs of instruction in the schools, facilities and instructional materials have been augmented and improved.

More subtle perhaps and perhaps more important are the changes which are taking place in the minds, hearts, and attitudes of educators themselves. As the dropout problem, for example, is faced realistically, teachers and administrators are finding the necessity for making certain changes. As educators contemplate the explosion of knowledge, the findings of research, population growth and mobility as well as the ever-increasing necessity for vocational education, it is becoming apparent that progress in education must become more and more synonymous with change—change, of course, which gives promise of better fulfilling the avowed purposes of modern education.

Today's greatest educational challenge is that of change. For this reason, teachers and administrators should courageously face the fact

that many current concepts, practices, and techniques should be critically re-evaluated in terms of their current value. If change seems wise, North Carolina's educational leadership should unhesitatingly assume the initiative for making those changes which guarantee continuing progress. Educational complacency has no place in North Carolina's future!

Methodology In New Perspective

The fashion for decrying methodology is changing in many quarters to an awareness and an acceptance that methods in the classroom *do* matter a great deal, especially with students whose intellectual or emotional problems suggest that they need special attention.

For years, successful teachers have operated on the principle that *how* one teaches is often just as important as *what* one teaches. Parents of students with special needs have never doubted the principle; and students themselves who have been subjected to well-planned approaches to learning in terms of individual interests and needs invariably have sensed an atmosphere which encouraged them to move ahead with satisfaction.

It is decidedly encouraging to learn that "advanced methodology" will supersede conventional methods in teaching underachievers of the eighth-grade level at the new Advancement School in Winston-Salem. "Advanced methodology" will include team teaching; emphasis on individual and small-group effort; experimentation with programmed instruction; less regimentation in terms of identical assignments; less teacher domination; more emphasis on in-depth, creative effort; increased experimentation with varying approaches to evaluation; more extensive correlation of subject-matter areas; and more teacher-student planning which results in meaningful learning activities for *all* students.

Whatever is learned through this approach at The Advancement School will be shared with faculties

across the State. For every seven students selected from an administrative unit for attendance at this school, one teacher from the same unit will be chosen to work in the school. A major responsibility of this teacher will be to share what he has learned about "advanced methodology" with his co-workers at home base.

This realistic approach to improving teaching methods should be a great boon to all North Carolinians, not only to the students of the State. And, it might be added that North Carolina's sensible approach to tackling one of education's most persistent problems may assist the entire Nation on how best to improve the teaching-learning process.

Pressure For Change

The high school of today is the product of evolutionary changes, which in practically all instances have come about in response to newly identified needs in society. Social, economic, and ideological pressures, over the years, have prompted educators to reappraise the status quo of education in terms of possible improvements.

Learning to read in order to understand the Scriptures has given way to a recognition of the many purposes for reading; education for boys alone long since was abandoned in favor of education for both sexes; the concept of an elementary education for everyone has been superseded by the concept of a high school education for all, with considerable pressure now underway for two additional years of school for all youth; and, at the moment, forces are increasingly aggressive in pushing vocational education as the would-be panacea for many of the ills of society.

Pressures are mounting in education, rather than subsiding, and it is difficult at times how best to characterize these pressures. One general conclusion seems incontrovertible: a majority of the current pressures pertaining to education, no matter at what level, suggest the need for programs which are sufficiently diversified and flexible and of such sound quality that

(Continued on page 4)

N. C. Personnel and Guidance Association Attracts 300 Educators to Annual Conference

More than 300 educators participated in the thirty-seventh annual convention of the North Carolina Personnel and Guidance Association, which was held in Durham late in February. Miss Lucille Brown, director of guidance services in the Greensboro schools and president of the Association, indicated that the programs for the convention set a new high by way of quality, vitality, and practicality.

Four addresses and two panels featured the two-day program. Speakers for the Statewide meeting included Dr. C. Harold McCully, specialist for counseling and guidance institutes, U. S. Office of Education; Dr. Norman Chansky, research director and professor of education and psychology, North Carolina State College; and Dr. Dugald S. Arbuckle, professor and director of counselor education, Boston University.

Panels were centered around the following topics: "Bridging the Gap Between High School and College" and "If Not College What?"

During the convention special sessions were arranged for the Association for Counselor Education and Supervision, with Dr. Luther Taff, presiding; the Vocational Guidance Association, with Robert L. Willis, presiding; and the College Personnel Association, with

Dr. Robert H. Ballantyne, presiding.

Reports on research were presented by Dr. J. Edward Harrill, director of personnel services, Appalachian State Teachers College.

Turkish Educator Visits State Department Offices

Rasim Gemici, assistant principal of the largest high school in Turkey, visited the State Department of Public Instruction the week of March 9 to observe administrative operations, as part of a six-month study tour by 14 foreign governmental administrators sponsored by the State Department's Agency for International Development (AID).

He was one of three Turkish administrators among the group of governmental officials from Brazil, Africa and several Middle Eastern countries. They attended a special four-month course at the University of Pittsburgh, then embarked on a two-month observation tour.

Prior to his visit to Raleigh, Gemici observed county school administration in Jacksonville, Fla. The week following, he was to visit the New York State Education Department at Albany.

On his return to Ankara, Gemici said, he is to become assistant director of the Personnel Office in the Ministry of Education. As head assistant principal of Mustafa Kemal High School in Ankara, he has been coordinator of the eight assistant principals in charge of various phases of the school's operation. With a student body of 2,500, the school has a total instructional staff of about 80.

A graduate of the University of Ankara, Gemici was a teacher of French for several years before becoming a school administrator.

He said he was most impressed by how well-organized school administration is in this country and by the use of computers and other devices to increase efficiency in operations.

Special Education Seminar

An all-day seminar dealing with problems of educating the mentally retarded was held at East Carolina College on Jan. 16. Approximately 300 public school teachers and administrators from Eastern North Carolina attended the meeting, held under the auspices of ECC's School of Education. Felix S. Barker, director of Special Education with the State Department of Public Instruction, discussed the current status of the Department's program in this area and possible future trends.

State Hall of History Opens New Transportation Gallery

Development of transportation in North Carolina from the 1700's to the jet-engine era is dramatically depicted in a gallery recently opened in the State Hall of History at Raleigh.

Sponsored by the N. C. Motor Carriers Association, the gallery is a permanent part of the State's history museum.

One of the features is a revolving mural depicting the ever-changing freight carrier, from horse drawn vehicle to tractor-trailer truck.

A narrative which can be heard by pressing a button describes how early settlers overcame a series of almost insurmountable geographic difficulties to develop our modern transportation systems.

Included among the exhibits are displays of models of early automobiles, models of trains from many periods of railroad development, and photographic displays and descriptive write-up on ports, highways and railroads.

Related to the new gallery is the Wright Brothers Memorial Gallery. One showcase in this gallery contains photographs and relics of the two flight pioneers. Others contain the following scenic displays: the Wright Brothers' historic flight at Kill Devil Hills, a pioneer walking beside a covered wagon crossing the Appalachians, a stagecoach drawn up before an inn, and buggies parked outside a rural church on Sunday morning.

Editorial

(Continued from page 3)

all youth have opportunities for moving ahead productively in the realization of their ultimate potential. When pressures can be accurately described in terms of such a worthwhile objective, there is reason to believe that changes will continue to take place in education which parallel the challenges of a brave, new world.

New needs in education demand the best thinking of educators and laymen lest the lessons of the past are forgotten and lest the possibilities of tomorrow remain an idle dream. Constant reappraisal of the purposes of education is the surest way for a democracy to make progress on all its beachheads.

'Operation Second Chance' Program Provides Vocational, Academic Training for Dropouts

Washington and Tyrrell counties have been selected as the third project area under "Operation Second Chance," a federally financed pilot training program for school dropouts, Gov. Terry Sanford announced on March 6. The other two areas where projects are being conducted under the program are Lincoln County and Mitchell, Avery and Yancey counties.

The Lincoln County project, being conducted at Crouse, near Lincolnton, was the first to get under way, financed initially by grants totaling \$79,000 under the federal Area Redevelopment Act (ARA) and Manpower Development Training Act (MDTA). A \$140,000 grant under MDTA through the Office of Manpower, Automation and Training, Department of Labor, will provide funds for the three projects.

James Ellerbe, State MDTA supervisor in the Division of Vocational-Technician Programs, Department of Community Colleges, said the experimental projects are designed to provide both vocational and academic training for young men and women who have dropped out of school.

The Mitchell-Avery-Yancey and Washington-Tyrrell projects will be generally along the lines of the Lincoln County operation, Ellerbe said, but with variations in housing of classes and in specific course offerings, to fit situations and needs in those areas.

Governor Sanford, in announcing the Washington-Tyrrell selection, commended the Crouse school and the way the students there have "taken hold."

Jack Cloninger, supervisor and coordinator of the Lincoln County Operation Second Chance project, was a school dropout himself. He quit school in the seventh grade to begin working as a printer's devil for a Lincolnton newspaper, returning to school three years later. He completed high school with flying colors, graduated from Lenoir Rhyne College, and later earned a master's degree in education at Appalachian State Teachers College.

The Crouse project was set up and operates under the supervision of the Gastonia Industrial Education Center. Classes are held eight hours daily in a building formerly occupied by the Crouse school.

There are 59 students, ranging in age from 17 to 22, in the first "class" at the Crouse school, 15 of them women. Students are paid \$23 weekly while attending the courses, which run 16 weeks for men and 12 for women.

Mary Elizabeth Brown, the academic instructor, uses programmed materials, which permit each student to go ahead at his own pace.

Instructors for the four vocational courses are Lincoln County people engaged in the occupations they are teaching. Courses are conducted in settings that duplicate as nearly as possible on-the-job conditions. The courses offered are carpentry, brick masonry, furniture upholstery, and cutting and sewing, all vocations in which there are openings in Lincoln County industry. The Employment Security Commission will attempt to place students in suitable jobs after they complete the courses.

Appalachian Offers Fourth Summer Language Institute

Appalachian State Teachers College, at Boone, will conduct its fourth Summer Language Institute under the National Defense Education Act from June 18 through August 11, 1964. Last summer some 400 applications were received, although the institute has space for only 32 teachers of French and 32 teachers of Spanish.

The director of the institute, Dr. J. Roy Prince, who is chairman of the foreign language department, said about 65 similar institutes are held on campuses throughout the country. The entire program is financed by NDEA, including staff salaries, \$75 per week to institute students, and \$15 per week to each dependent of the student living on the campus for the summer.

Named Superintendent

On February 6, the State Board of Education approved the appointment of J. F. Hockaday as superintendent of Sanford City Schools, effective January 22, to fill the unexpired term of the late Malcolm A. McLeod.

For the previous 2½ years, Hockaday had been principal of Sanford Central High School. Prior to that, he was principal of John Graham School in Warrenton. He also had taught in Benson, Fremont and New Bern.

A graduate of Four Oaks High School and Atlantic Christian College, he holds the M.A. degree from East Carolina College and is now working on an advanced degree at the University of North Carolina at Chapel Hill.

Salisbury Schools Art Work Will Be Seen on Television

Art principles, techniques, and activities in school will be the subject of the "Methods for Modern Teachers" series of telecasts from WUNC-TV, Channel 4, on two successive Wednesdays, February 12 and 19, at 3:30 to 4 p.m. The series appears each Wednesday at this time through the school year.

Included in the first art instructional methods program will be the painting and sculpture work of children in grades 1 through 6 of Salisbury public schools. These will be shown by photographs taken in the Salisbury schools on November 22 by Johnny Shaver, associate supervisor of audiovisual instruction in the North Carolina Department of Public Instruction. Shaver was working under the direction of the State supervisor of art education, Perry Kelly. They made color transparency photographs that can be used in workshops and on other occasions throughout the State. Mrs. Beth Berry is art supervisor for the Salisbury city schools.

The telecast for February 19 will continue with other aspects of the same main subject on art. On April 1 the program will present "Music in Social Studies"; on April 8, "Art in Social Studies," and on April 22, "Literature in Social Studies."

Governor Outlines Comprehensive State Plan Of Job Training for Youth, Adults Under MDTA

Governor Terry Sanford announced on Feb. 26 that he is planning to submit to the federal government a proposal for a multi-million-dollar State-wide program offering basic academic and vocational training to about 15,000 North Carolinians 17 years of age and older.

The Governor's proposal will call for the program to be set up under the liberalized provisions of the amended Manpower Development and Training Act (MDTA), and to get under way about July 1, with 5,000 trainees participating.

Under the proposed program, explained James Ellerbe, State MDTA supervisor, the State would be authorized to train a specified number of persons in up to 62 job categories under an over-all appropriation. This would make possible a more comprehensive and flexible program than if a number of separate training projects each had to be set up and reviewed separately by federal officials, Ellerbe said.

Most of the training would be for jobs not requiring a high degree of skill or technical training, and each trainee would undertake remedial academic courses.

The program would involve vigorous recruitment of men and women 17 and over who cannot read and write well enough to learn a trade or to meet normal requirements to enter vocational courses. It would be aimed, Governor Sanford said, at helping "those who are really in trouble, who can't compete for jobs or even for training and who have thought up to now that training wasn't for them."

The Governor said he had discussed the proposal two weeks earlier with Secretary of Labor Willard Wirtz and Secretary of Health, Education and Welfare Anthony Celebrezze.

John Patrick Walsh of the U. S. Labor Department's Office of Manpower, Automation and Training, who attended the meeting of the Governor's Advisory Committee on MDTA at which the Governor outlined the proposal, said the plan "has a lot of merit and is a good

example of State-wide manpower training that looks to the future . . . and recognizes the needs of a wide variety of people.

"I am sure that the people in Washington who have the responsibility for approving it will look at it favorably," Walsh said, following the meeting.

Under the Manpower Development and Training Act, as amended by Congress in 1963, trainees can receive up to 20 weeks of basic educational training and up to 52 weeks of vocational training. Trainees are paid \$23 a week subsistence allowance while taking training.

Governor Sanford's proposal follows the lines of the changes made in the act by Congress in 1963. Passed in 1962, the act originally emphasize retraining of workers thrown out of their jobs by automation. However, only one of eight applicants for training under the 1962 act was able to meet the fairly rigid entrance standards. Major stress in the amendments is on basic education for poorly-schooled adults and on vocational training for unemployed teenagers. One of the amendments allows youths 17 and over to receive the training allowances, available only to adult participants under the 1962 act.

Other amendments excuse the states from sharing program expenses for the federal fiscal year beginning July 1 and authorize an appropriation of up to \$527 million for training the jobless over the next two years.

Ellerbe explained that the length of the vocational training courses in the various categories under the North Carolina program would range from 8 to 52 weeks. The training courses would be set up in industrial education centers, technical institutes, high schools, and in some cases, in plants and factories as on-the-job training. Cost estimates on the 62 proposed categories were being worked up in mid-March.

Two special projects which might be set up under the State-wide program, the Governor said, are the training of unemployed proba-

Regional Vice President

James E. Hall, consultant in safety education in the Department of Public Instruction, was elected vice president for youth by the Board of Directors of the Southern Safety Conference at the organization's 25th Annual session held March 1-3 in Atlanta, Ga. He has been active in coordinating youth activities for the conference for several years.

He was accompanied to the conference by 12 youth delegates from Carteret and Haywood counties. About 200 youth from 14 states took part in the meetings of the Youth Division, which featured panel discussions and other presentations by the delegates.

Scotland Voters Approve City-County Consolidation

Scotland County citizens voted approval by about a 3-2 ratio on March 3 of proposals to merge the Laurinburg city school system with the county administrative unit and to build a consolidated high school costing \$1,750,000.

Unofficial tallies set the vote on the merger at 1,552 for and 906 against, and on the school bond issue, 1,516 for and 917 against.

Also approved, by similar ratios, were proposals for a special school levy not to exceed 50 cents per \$100 valuation, and to require the consolidated board of education to appropriate funds to make the county's average per pupil expenditure equal the State's.

The election sanctioned immediate construction of the consolidated high school and establishment of the city-county board of education as an elective body.

tioners and of young people selected by the State Board of Juvenile Correction from the State's seven juvenile correction schools.

North Carolina has implemented 67 separate training projects involving the 1,128 trainees since the MDTA became effective about a year and a half ago. About \$2.3 million has supported these individual projects.

Pendergraft Resigns Post In Office of Controller

Paul D. Pendergraft resigned effective Feb. 21 as assistant director of auditing and accounting of the State Board of Education Controller's Office to take a position with the United States Post Office at Chapel Hill, where the Pendergrafts reside.

He had served in the Auditing and Accounting Division since Dec. 1, 1949, when he was appointed principal auditor to succeed A. C. Davis, now controller, who had been named head of the division. Prior to joining the Controller's Office staff, Pendergraft had been employed by the federal government in the Post Office at Chapel Hill.

'Horn in the West' Sponsors Daniel Boone Essay Contest

Officials of "Horn in the West" outdoor drama at Boone have announced an essay contest on the subject of "Daniel Boone—Empire Builder." Prizes in three divisions will be awarded, for pupils of elementary, junior high, and high schools.

All pupils in the State are eligible. First prize in each division will be \$35, second \$10, and third \$5. A certificate will be awarded to each winning pupil and school, plus the cash awards.

The announcement did not specify a length for the essays. Deadline for submitting them is April 15, 1964, and the address is: Horn in the West, Public Service Center, Box 33, Boone, N. C. Source information is available upon request to the same address, consisting of historical data compiled by Dr. D. J. Whitener, dean of Appalachian State Teachers College; Dr. Frontis W. Johnston, Davidson College; Dr. Christopher Crittenden, Director of the N. C. Department of Archives and History; Dr. James W. Patton, professor of History at the University of North Carolina at Chapel Hill; and others.

Winners will be announced by the Southern Appalachian Historical Association on June 1. The association sponsors the summer drama.

2,100 Applications Currently Being Screened For Prospective Teachers Scholarship Awards

More than 2,100 applications are currently being considered for the approximately 600 prospective teachers scholarship loan awards which will be announced in the late spring. Normally, 450 scholarships are awarded each year; but because of cash repayments from previous recipients who did not teach, 150 additional awards are available this year.

The Prospective Teachers Scholarship Loan Fund program, now in its seventh year, has as its main objective providing assistance to capable, worthy, and interested students who wish to prepare themselves for teaching in the North Carolina public schools. Already, 918 recipients of awards have graduated from institutions of higher learning in the State since the initiation of the program, and 820 of this number are now teaching in North Carolina. At present, nearly 1800 are enrolled in the colleges and universities of the State which prepare teachers. By June of the current year, approximately 400 of this number will have been graduated with teaching certificates.

Applicants, most of whom will be high school graduates as of this year, are being screened by committees composed of State Department of Public Instruction personnel in terms of academic achievement, financial need, personal recommendations, interest in teaching, and Statewide need for teachers in the subject area of applicant's chief interest.

"Each application is screened carefully by two separate committees which work independently of each other," according to Sam Stell, director of the program, "and if there is conflict in judgment of these committees, a third appraisal of the application is made by the director and his immediate associates. Every effort," Stell emphasized, "is made to screen applicants on an objective basis."

Scholarship loan funds amount to \$350 annually, or \$1,400 for four years of undergraduate study. For every year of teaching in a North Carolina public school, the amount

of one year's award or loan is deducted from the total amount used by the student. Awards not paralleled by actual teaching experience must be repaid the State with four percent interest.

Stell commented that more than 300 applications had been received since the March 2 deadline. "This situation is regrettable," Stell stated, "but information concerning the program has been in the hands of school officials for a number of months."

Fast-Growing County Finds Residential Tax Inadequate

Cumberland County superintendent of schools F. D. Byrd, Jr., pointed to difficulties in financing school construction for a rapidly growing population when tax resources are almost exclusively on residential properties. Quoted in a news article by Bill Wright in the *Fayetteville Observer*, on November 7, Byrd said delay of federal funds for impacted areas is having a serious effect. More than 3,000 children already are using temporary classrooms in public schools of the county.

Enrollments in Cumberland County public schools increased by nearly 2,000 pupils this fall, and enrollments in Fayetteville city schools increased by approximately 1,000, compared with a State-wide increase of about 20,000 pupils in public schools.

The last school bond issue in Cumberland County was in 1960 for \$4 million. The county's present bond debt is nearly \$9 million, and all but \$1 million of that was spent for schools. Real estate in the county is being revaluated, with expectation of raising the legal debt limits to permit issuance of new school bonds.

In addition to the positions allotted by the State Board to pay the salaries of these persons from State funds, local bonds employed 1,930 additional instructional service personnel who are being paid from local funds.

State School Facts

April, 1964

More Instructional Personnel Required for Public Schools; 11 Percent Increase Since 1959-60.

More and more teachers, principals and supervisors are needed by the public schools of the State as the years go by.

A three-year comparison, 1959-60 to 1962-63, indicates a 10.9 percent increase during this period in total instructional personnel employed. In 1959-60 this total was 39,319; whereas in 1962-63, it was 43,611½, an increase of 4,129½ or more than an average 1,400 each year.

Section 1

Section I of the accompanying table shows the number of teachers and the number of principals and supervisors employed for certain selected years beginning in 1929-30. The figures for those years are divided as to elementary and high school, and as to race.

These figures show the tremendous increase in instructional personnel since 1929-30. In about another year, if the rate of increase continues, the total number of instructional personnel employed in the public schools will have doubled since 1924-30. Increases are noted in each category except the number of principals employed for the white high schools. Here, largely due to consolidation, the number has been on the downgrade since the high point of 718 in 1944-45.

Another way to show the increase that has taken place in the area of instructional personnel is

class A and graduate certificates. This percent was an increase from 95.1 percent of this personnel that held such certificates in 1959-60. The index of scholarship, therefore, for 1962-63 was 813.6 as compared with 812.4 in 1959-60.

Using the white group, it is noted that 94.9 percent of the total personnel employed held class A and graduate certificates, up from 93.5 percent in 1959-60. The index for this group rose from 807.0 for 1959-60 to 808.7 for 1962-63.

In the case of the Negro group, it is noted that 99.0 percent held class A and graduate certificates in 1962-63, whereas in 1959-60 this percent was 99.4. The index for this group of school personnel is now (1962-63) 826.1.

This section of the table also shows that the number of instructional personnel holding class B, class C, elementary A and elementary B certificates decreased from 1959-60 to 1962-63. On the other hand, there was an increase in the number holding non-standard certificates.

INSTRUCTIONAL PERSONNEL

I. Number by Years

A. Teachers

Year	Elementary			High School			Total		
	White	Negro	Total	White	Negro	Total	White	Negro	Total
1929-30	13,351	5,350	18,701	4,138	536	4,674	17,489	5,886	23,375
1934-35	12,383	5,810	18,193	3,776	687	4,463	16,159	6,497	22,656
1939-40	12,305	5,884	18,189	5,229	1,112	6,341	17,534	6,996	24,530
1944-45	13,252	6,105	19,357	4,140	1,037	5,177	17,392	7,142	24,534
1949-50	14,598	6,125	20,663	5,386	1,442	6,828	19,924	7,567	27,491
1954-55	17,150	6,772	23,922	6,380	2,011	8,391	23,530	8,783	32,313
1959-60	18,978	7,787	26,765	7,915	2,532	10,447	26,893	10,319	37,212
1960-61	19,342	7,985	27,327	8,038	2,590	10,628	27,380	10,555	37,935
1961-62	20,133	8,358	28,491	8,732	2,791	11,523	28,865	11,149	40,014
1962-63	20,377	8,507	28,884	9,451	3,052	12,503	29,828	11,569	41,387

B. Principals and Supervisors

Year	Elementary			High School			Total		
	White	Negro	Total	White	Negro	Total	White	Negro	Total
1929-30	210	74	284	108	13	121	318	87	405
1934-35	221	61	282	658	116	774	879	177	1,056
1939-40	333	93	426	705	165	870	1,038	258	1,296
1944-45	368	102	470	718	193	911	1,086	295	1,381
1949-50*	563	173	736	695	212	907	1,258	385	1,643
1954-55	736	271	1,007	685	218	903	1,404	489	1,893
1959-60	947	306	1,253	624	224	848	1,571	530	2,101
1960-61	971	315	1,286	614	225	839	1,585	540	2,125
1961-62	1,041	329	1,370	612	225	837	1,653	554	2,207
1962-63	1,114.5	333	1,447.5	551	226	777	1,665.5	559	2,224.5

* Supervisors included in elementary beginning this year.

ors, by more than 1,100; and (4) the number of high school principals, by 656.

Section II

Section II of the table shows a three-year comparison, 1959-60 with 1962-63, of the number of State-allotted, local and vocational, and total instructional personnel employed. The figures presented are divided as to race and as to the school area of service.

As this section shows, there were 4,292½ more instructional personnel employed in 1962-63 than in 1959-60, a 10.9 percent increase. Greatest increase during this three-year period was in high school teachers, 19.7 percent. Increase in vocational teachers was next with 19.2 percent.

This section of the table also shows that employment of local and vocational teachers increased during the three-year period 21.0 percent. Divided as to area of service, percentage increases were as follows:

High school teachers 31.3%
Vocational teachers 19.2%
Elementary teachers 17.8%

Total average 21.6%
Decrease in number of supervisors paid from local funds from 73 to 69 accounted for a decrease of —5.5 percent in that category.

The total number of instructional personnel employed and paid from local and vocational funds increased from 3,545 to 4,290, an increase of 745 within three years. This increase was more than double the increase of 9.9 percent of State-allotted instructional personnel.

The only decreases occurring during the period were in the case of locally paid supervisors and classified high school principals. As

1. Teachers	26,441	10,719	30,160	9,420	40,580	10,719	30,160	9,420	40,580
Elementary	19,223	7,564	26,787	8,230	35,017	19,223	7,564	26,787	35,017
High School	7,224	2,489	9,713	1,190	10,903	7,224	2,489	9,713	10,903
2. Classified Principals	1,321	471	1,792	500	2,292	1,321	471	1,792	2,292
Elementary	827	274	1,101	348	1,449	827	274	1,101	1,449
High School	551	224	775	252	1,027	551	224	775	1,027
3. Supervisors	186	50	236	50	286	186	50	236	286
B. Local and Vocational	2,832	713	3,545	849	4,394	2,832	713	3,545	4,394
1. Teachers	2,768	704	3,472	840	4,312	2,768	704	3,472	4,312
Elementary	1,154	223	1,377	1,215	2,592	1,154	223	1,377	2,592
High School	684	127	811	1,078	1,762	684	127	811	1,762
Vocational	1,082	354	1,436	1,712	3,148	1,082	354	1,712	3,148
2. Supervisors	64	9	73	69	142	64	9	73	142
C. Total Instructional Personnel	28,470	10,849	39,319	43,611½	82,930½	28,470	10,849	39,319	82,930½
1. Teachers	26,899	10,319	37,218	41,387	78,606	26,899	10,319	41,387	78,606
Elementary	18,978	7,787	26,765	28,884	55,662	18,978	7,787	26,765	55,662
High School	6,839	2,532	9,371	10,791	20,162	6,839	2,532	10,791	20,162
Vocational	1,082	354	1,436	1,712	3,148	1,082	354	1,712	3,148
2. Classified Principals	1,321	471	1,792	500	2,292	1,321	471	1,792	2,292
Elementary	827	274	1,101	348	1,449	827	274	1,101	1,449
High School	624	224	848	252	1,096	624	224	848	1,096
3. Supervisors	250	59	309	346½	605½	250	59	309	605½
Increase	1,516½	2,962	4,478½	5,146½	10,324½	1,516½	2,962	4,478½	10,324½

III. Scholarship by Certificate Held, 1962-63

CATEGORY	A. Total Instructional Personnel								
	Graduate	Class A	Class B	Class C	Elem. A	Elem. B	Non-Standard	Total	Index
State-Allotted Teachers	6,357	29,458	1,185	69	20	4	73	37,166	812.4
Locally-Paid Teachers	162	2,025	191	26	11	2	92	2,509	776.8
Vocational Teachers	308	1,358	3	—	—	—	48	1,712	805.3
Total Teachers	6,827	32,841	1,379	95	31	6	208	41,387	809.9
Classified Principals (State)	1,570	308	—	—	—	—	—	1,878	883.6
Supervisors (State and Local)	272½	69	—	—	—	—	5	346½	871.4
Instructional Personnel, 1962-63	8,669½	33,218	1,379	95	31	6	213	43,611½	813.6
Instructional Personnel, 1959-60	7,153	30,256	1,606	177	44	16	67	39,319	811.9
Increase	1,516½	2,962	-227	-82	-13	-10	146	4,292½	824.2
B. White Instructional Personnel									
State-Allotted Teachers	3,616	21,584	1,100	63	20	4	60	26,447	807.6
Locally-Paid Teachers	140	1,614	187	26	11	2	85	2,065	772.6
Vocational Teachers	191	1,083	2	—	—	—	40	1,316	799.2
Total Teachers	3,947	24,281	1,289	89	31	6	185	29,828	804.8
Classified Principals (State)	1,123	255	—	—	—	—	—	1,378	881.5
Supervisors (State and Local)	217½	65	—	—	—	—	5	287½	866.1
Instructional Personnel, 1962-63	5,287½	24,601	1,289	89	31	6	190	31,493½	808.7
Instructional Personnel, 1959-60	4,260	22,367	1,549	171	42	16	65	28,470	806.5
Increase	1,027½	2,234	-260	-82	-11	-10	125	3,023½	829.7
C. Negro Instructional Personnel									
State-Allotted Teachers	2,741	7,874	85	6	—	—	13	10,719	824.1
Locally-Paid Teachers	22	411	4	—	—	—	7	444	796.2
Vocational Teachers	117	275	1	—	—	—	8	396	825.5
Total Teachers	2,880	8,560	90	6	—	—	23	11,559	823.0
Classified Principals (State)	447	53	—	—	—	—	—	500	889.4
Supervisors (State and Local)	55	4	—	—	—	—	—	59	893.2
Instructional Personnel, 1962-63	3,382	8,617	90	6	—	—	23	12,118	826.1
Instructional Personnel, 1961-62	2,893	7,889	57	6	2	—	2	10,849	825.9
Increase	489	728	33	—	-2	—	21	1,269	828.1

Summer Schools Growing In Number and Prestige For Remedial Work, Enrichment, Acceleration

Summer school as a means of remedial work, make-up work, enrichment, and acceleration is growing rapidly in numbers and in prestige, according to data released by the Research Division of the National Education Association. Information from principals' reports, according to Howard Reinhardt, indicate the same trend in North Carolina.

The NEA study of 1962 summer school programs indicates:

- Summer-school programs are on the increase, particularly for enrichment.
- Summer-school programs often recognize special problems, those of the culturally deprived and the physically handicapped, for instance.
- Teaching summer school offers employment for only a small percent of teachers.
- Over two-thirds of the school systems with summer schools finance their programs either partly or completely by charging tuition.

"It appeared," the report states, "that in most systems no more than ten percent of the high-school students enrolled in summer school and that the percent was even smaller in elementary school."

The study specifically reveals that elementary-school summer programs in 90.4 percent of the reporting systems offer remedial work; and that 24.1 percent provide for acceleration. Senior high-school summer programs in 94.9 percent of the reporting systems offer make-up work, and 72.0 percent provide for acceleration.

Remedial and make-up work, traditionally the primary forte of the summer school, remains one of its chief purposes throughout the Nation, with elementary schools more likely to offer remedial work. For the most part, according to the survey, remedial programs in 1962 were concerned chiefly with reading improvement, though other programs centered around English for non-English speaking children, speech therapy, work with the deaf, and typing for the visually handicapped.

Though "enrichment" is difficult to define precisely, this phase of summer-school work was the most dynamic element of the 1962 summer-school program, the area of most increase and change. In many school systems, enrichment embraces standard subjects, particularly science and mathematics, taught in new ways and in more depth. In some districts, enrichment implies noncredit courses for which there is not enough time during the regular school year—driver training, speed reading, personal typing, shorthand, creative arts, dramatics, and foreign languages for elementary-school pupils. College-bound students were helped with special courses on how to study, how to prepare a term paper, and how to do research. Some schools had courses which involved field trips, because there is more time for these in the summer.

The NEA study reveals that 72.0 percent of school systems with summer high schools allowed students to take regular courses for acceleration, thereby allowing for more flexibility in winter schedules and the saving of time for those who plan to enter college.

Most school systems had summer school terms of six or eight weeks, with the senior high term tending to be longer than elementary or junior high terms. The summer school day was about four hours long in most situations. Salaries ranged from \$400 to more than \$850 for the summer term, with the elementary median being \$513 and the secondary median \$619. Sixty-eight percent of the reporting districts charged all students tuition; 15 percent charged nonresidents only; 17 percent charged no tuition.

In California, all summer schools are supported entirely by public funds. In New York, it is illegal to charge tuition to resident students in summer school; and in Florida, the State Minimum Foundation Program enables all counties to operate summer enrichment and recreation programs on a noncredit basis.

Finally, the NEA report indicates that transportation was not

Craven Adult Graduates Hear Governor Sanford

Governor Terry Sanford was the speaker at graduation exercises of the Craven County Adult High School in Havelock on March 6. Congratulating the graduates, he told them they were setting an example for other high school drop-outs in the State.

The 43 graduates, Marine and Navy personnel stationed at the nearby Cherry Point Marine Air Station, were presented their diplomas by Robert L. Pugh, superintendent of Craven County Schools. The Craven Adult High School program, administered by the County Board of Education, serves civilians as well as Naval and Marine personnel.

Loan Fund for IEC Students Established by Association

Persons needing some financial assistance while attending an industrial education center in North Carolina may apply for a loan up to \$150 per year under a fund provided by the North Carolina Consumer Finance Association. The fund was started by a check for \$10,675 from Jack Pait, president of the association, accepted by Governor Terry Sanford in April.

Governor Sanford commented that members of the association "are among the first to recognize" the need and "do something about it." He added, "I hope others will follow their example."

The loan can cover school expense of attending full-time, including a student's \$10.50 per month fee and a small amount for purchase or rental of any books not furnished. Average school expense for a student attending four quarters a year is about \$120.

As originally planned, no interest will be charged on the first year of a loan to any student. Persons desiring information may inquire at

generally provided for summer-school students. Only 7 percent of the school systems transported the students, and then only if circumstances justified the services.

Raleigh Schools Set Up Adult Education Program

Reflecting the increased emphasis on educational opportunities for adults, the Raleigh City School unit has put into operation a self-supporting adult education program on a year-round basis. The student may complete work for a regular high school diploma under the program.

During the quarter just ended, 47 adults were enrolled in mathematics, English and social studies classes, and indications are the enrollment will increase considerably. Dr. R. A. Pittillo, assistant superintendent of Raleigh schools and one of five local educators who set up the program, thinks enrollment may well reach 100 or 150, eventually.

Dr. Pittillo shares credit for developing the promising program with Conrad Hooper, Raleigh's other assistant superintendent; Joseph Holliday, principal of Needham Broughton High School, where the classes are held; George Kahdy, principal of Enloe High School; and Watson Holyfield, assistant principal at Needham Broughton.

At the outset, the program was designed principally to enable adults to complete their high school work. Dr. Pittillo noted that many of the students "have top-notch jobs" and are by no means illiterate. This quarter (which began April 7) a special course for those wishing to learn to read and write will be offered. It will utilize new materials, and thanks to financial support from the Raleigh Woman's Club, the enrollment fee for this course will be only \$10. The cost for the other courses is \$32.50 per course for the quarter.

Programed instruction is being used in the mathematics courses and more traditional teaching methods in the other courses, Dr. Pittillo said. There were four instructors during the past quarter.

The amount of work each student has to take to obtain the diploma varies, Dr. Pittillo pointed out. The minimum requirement is three courses. Classes are held Tuesday and Thursday nights from 7 to 10 o'clock.

Psychologist Joins Staff

James Barden, formerly assistant professor of psychology at Atlantic Christian College in Wilson, joined the professional staff of the Department of Public Instruction's Special Education Section as a psychologist on Feb. 1.

He taught at ACC for three and a half years. Prior to that, he was a typing instructor in the Army for two years. He taught history for two years in the Four Oaks High School at Four Oaks following his graduation from the University of North Carolina at Chapel Hill. He holds the M.Ed. in special education from UNC and has completed work for his Ph.D. degree in guidance and educational psychology at the University, with the exception of his dissertation.

A native of Raleigh, he spent most of his childhood in Selma.

Education, Not Dole, Can Break Poverty Cycle Trapping Millions, Secretary Hodges Declares

Education, the development of human resources, is the only real way to break the "cycle of poverty in which millions of Americans are trapped," Secretary of Commerce Luther H. Hodges declared in an address at Gastonia on Feb. 29.

Speaking at a meeting of the North Carolina Junior Chamber of Commerce, the former Governor of North Carolina observed that while the United States could easily afford an \$11-billion dole to raise all poverty stricken families out of that category, this would not be a sound solution.

If we are to break the poverty cycle, we must help those citizens trapped in it, and "especially their children—develop their individual capacities to do work which will earn them decent livelihoods," Hodges asserted.

Granting that it is somewhat arbitrary to use the \$3,000 annual family income as the dividing point between poverty and non-poverty, Secretary Hodges pointed out that

More Than 400 Participate In Health Careers Congress

More than 400 students, teachers and counselors attended the annual Congress of District IV, Health Careers for North Carolina on Jan. 18 at North Carolina State, the UNC at Raleigh.

Although the date conflicted with a State guidance meeting, many counselors took part in the afternoon session of the Health Careers Congress.

Students had opportunity to confer with representatives from 22 professional organizations. The movie, "Look Toward Tomorrow," was premiered at the Congress.

During the program, emphasis was given to the importance of organizing Health Career clubs in District IV schools. It was brought out that according to a recent vocational choice survey, 65.2% of Health Career Club members who graduated from high school in 1962 began preparation for careers in nursing and health.

"there is no doubt that the really poor in our society must be numbered by the tens of millions."

A Census Bureau expert has calculated that nearly 24 million Americans qualify for welfare assistance under state laws, Hodges said, and more than a million children belong to families having six or more children and having incomes of less than \$2,000 a year. Thirty-seven percent of North Carolina's one million families had less than \$3,000 income in 1959, he reminded his audience.

Noting that the State government ranks third in the nation in the percentage of its revenue devoted to education, and yet that 34 percent of the State's young men failed to pass the Selective Service mental qualification test, the former Tar Heel Governor concluded: "I think this suggests that we must do a better job of arousing support for our public schools at the local level."

Nine Foreign Teachers Greatly Impressed With Visits to Elementary Schools in N. C.

They came; they saw; and they were much impressed!

"They" were the nine teachers from six foreign countries who spent five weeks visiting in North Carolina schools and homes, following an orientation period of one week in Raleigh with the State Department of Public Instruction as part of the International Teacher Development Program.

These teachers, interested primarily in elementary schools, and who hailed from Brazil, Laos, Iceland, Mexico, Colombia, and El Salvador, were guests of local administrative units and local families in Winston-Salem, Durham, High Point, Whiteville, Greenville, Greensboro, Charlotte, Clinton, and Southern Pines. Invariably, they expressed delight and appreciation, for the numerous courtesies afforded them by school personnel, local families with whom they lived, as well as civic and church leaders.

"Everybody spoiled me," declared Miss Maria de Lourdes Sotomayer of Mexico, who spent five weeks in Greenville. "While in Greenville I was everything; I felt so important; My hostess even gave me red pepper with my meals!" In Greenville, Miss Sotomayer was particularly impressed with the "wonderful friendliness of all the people"—teachers, pupils, families, civic, and church leaders. "I can never forget the great importance which North Carolina places on school libraries. I liked, too, the new method of teaching arithmetic and was very much pleased to see the non-graded program in operation."

Such comments were standard as each of the nine visitors reported on his stay in North Carolina. Opinions which were common among all visitors included such observations as the following:

- excellent rapport between teachers and principal; between teachers and pupils; and between parents and school personnel
- variety, not rigidity, in teaching techniques
- desirable freedom within the classroom

Probation Report Indicates Educational Level Rising

A definite improvement in the educational level of probationers under supervision is reflected in statistics contained in the North Carolina Probation Commission's Biennial Report for 1961-63.

There were 5,300 probationers under State supervision June 30, 1961 and 7,253 on June 30, 1963, the report shows.

In both years, well over half the probationers had a ninth-grade education or less and more than 11 percent had only a fifth-grade education or less.

Only 8.1 percent had completed high school in the 1961 group, but 9.3 percent in the 1963 group; only 1.5 percent had better than a high school education in 1961, and this had risen to 2 percent in the 1963 group.

The bulk of the group had dropped out of school after the fifth grade: 78.5 percent in 1961 and 74 percent in 1963.

- wide use of audiovisual aids
- use of daily experiences in the classroom as a primary basis of learning
- dedicated teachers
- superior textbooks, for the most part
- emphasis on education for responsibility
- relaxed classroom atmosphere conducive to learning
- eagerness of American pupils to learn

Questions were raised, though not critically, by the visitors concerning the vast amount of English in certain foreign-language textbooks, the excessive amount of English still spoken in foreign-language classes, and the unbalanced emphasis on biography in certain music classes. Variations in objectives in schools within the same administrative unit were also questioned; and these variations "hopefully were explained," declared

Area Conference on School Administration Scheduled

An address by Governor Terry Sanford will open the South Atlantic Drive-In Conference on School Administration, to be held April 26-28 at the Jack Tar Hotel in Durham.

Invitations have been extended to school administrators in North Carolina, South Carolina, and Georgia to attend the meeting. North Carolina's co-chairmen for the event are Charles Erwin, Superintendent of Rowan County Schools, Salisbury, and Edward Sanders, principal, Garinger High School, Charlotte.

Other conference speakers include Richard Miller, assistant director, NEA Project on Instruction; Grant Venn, superintendent, Wood County Schools, West Virginia; Alton Ellis, curriculum director, Clarke County Schools, Georgia; A. Craig Phillips, superintendent, Charlotte-Mecklenburg County Schools; Hugh Masters, director, Continuing Education Center, University of Georgia, and George Fersh, Joint Council of Economic Education, New York City.

ed Joe Cashwell, coordinator of the program.

Participating in the program were Miss Leocadia Monteiro Gomes, Brazil; Thao Vimonth Chanthanaphone, Laos; Linh Phengsavane, Laos; Valgardur Haraldsson, Iceland; Miss Maria de Lourdes Sotomayer, Mexico; Miss Judith Diaz, Columbia; Miss Josefina de la Pene, Mexico; Miss Esther Valasco, Mexico; and Mrs. Maria Zoila Henriquez de Rauda, El Salvador.

"Schools and communities which served as hosts to these international teachers also profited from their visits," declared Cashwell. "Visiting teachers discussed their respective countries with many classes, with families in whose homes they lived, with civic clubs, and with church groups. Such a project," Cashwell concluded, "does much to enrich the lives of visitors and hosts, especially in the area of international understanding."

Durham County School Libraries Win Top Award

The Durham County School Administrative Unit has been named winner of the \$2,500 top award in the 1964 Encyclopedia Britannica School Library Awards program.

Announcement of the awards was made on Feb. 16 by Maurice B. Mitchell, president of Encyclopedia Britannica, Inc.

Second-place award of \$1,500 went to the Lexington, Mass. Public Schools; and the \$1,000 third-place award, to the Prairie District Schools, Prairie Village, Kans. Official presentation of the awards were made during National Library Week, April 12-18.

Inaugurated last year, the Encyclopedia Britannica Awards program gives recognition to school systems that have made noteworthy progress in improving their elementary school library programs. The cash awards are to be used for enlarging book and magazine collections in the schools.

The program is administered with the advisory assistance of the American Association of School Librarians, a division of the American Library Association and a department of the National Education Association. An AASL committee screens all applicants and nominates 10 finalists, from which the three awards winners are selected.

Under the leadership of Superintendent Charles H. Chewing and the Durham County School Board, development of the county's school libraries was given impetus in 1961, when it was decided to employ a full-time, trained librarian for each of the elementary schools.

Miss Cora Paul Bomar, State supervisor of library and instructional materials services, said the Durham County school library program has been developed through cooperative planning by the school librarians.

Monthly planning sessions are held by the librarians to insure coordinated development of sound operational procedures and a meaningful instructional program in library skills. Mrs. Mary Poole of

Holt School, Miss Clara Jenkins of Glenn School, and Mrs. Janet Burley of Bragtown School have served as unofficial coordinators of the librarians' group.

Local PTA groups support the libraries with generous supplements to funds appropriated by the State and county. With larger budgets, the variety and quality of materials have been increased. Furthermore, faculties have been increasingly utilizing the resources of the libraries for instructional enrichment and professional growth, Miss Bomar said.

Thailand Educators Tour State Training Units

Three of Thailand's leading educators, all officials of the Ministry of Education's Department of Vocational Education in Bangkok, visited North Carolina from March 9-20 as part of a five-month study tour of the United States under the auspices of the Office of Education, Department of Health, Education and Welfare.

The Thai educators, guests of the Vocational-Technician Division of the Department of Community Colleges during their visit to the State, were: Pin Sindusake, chief of the Trade Schools Division; Mrs. Pintip Boriboonsook, specialist in higher education for girls, Trade Schools Division, and Mrs. Sriprabha Sanasen, chief of the In-Service Training Section for Industrial and Commercial Schools.

Pin, formerly a school architect and later head of the Ministry of Education's School Building Construction Section, is chief administrator of Thailand's 76 boys' trade schools and 74 girls' vocational schools with 30,000 students and 3,000 instructors. A graduate of Chulalongkorn University, Bangkok, he received his master's degree in architecture from the University of Pennsylvania in 1956.

Mrs. Pintip supervises the country's 74 girls' vocational schools, which have 8,000 students and 1,500 instructors. She is a graduate of Chulalongkorn University and the

Textbooks Don't Tell All

Textbooks just don't cover all classroom situations, student teachers at East Carolina College learn from first-hand experience.

In a fourth-grade geography class at Wahle-Coates Laboratory School, a group of student teachers witnessed this episode:

Beginning a new unit on Norway, the regular teacher, Mrs. Margaret White, asked the class, "Can any of you tell us what a 'fjord' is?"

Quickly a hand shot up and the youngster got the teacher's nod.

"Yes I can, Mrs. White. My Daddy's got two of them in the driveway."

University of Sydney, Australia, and holds two special diplomas in education from the former institution.

Mrs. Sriprabha, who holds a degree in accounting from Chulalongkorn University, supervises the In-Services Training Staff which conducts programs for the 4,000 instructors in Thailand's 199 vocational schools.

They spent their first day in North Carolina in orientation conferences at the Education Building in Raleigh. During the following four days, they visited schools in Durham and Raleigh and in Johnston, Bertie and Wake Counties. They were honor guests at the Distributive Education Club Convention Banquet in Raleigh on March 13.

The following week, they visited the Burlington, Winston-Salem, Asheville-Buncombe, and Catawba Technical Institutes, and the Rowan Industrial Education Center. They were guests at the N. C. Education Association's State Convention in Raleigh on March 19.

They wound up their study tour in the State with a review and summary session conducted by Dr. Gerald B. James, State director of Vocational Education, and Ivan E. Valentine, assistant director of the Department of Community Colleges.

English Supervisors Confer at Washington

J. E. Miller, Assistant State Superintendent of Public Instruction, and Mrs. Joan P. Newman, State supervisor of English, took part in the Conference of Supervisors of English, Grades K-12, at the U. S. Office of Education in Washington February 26-28. Participants included 53 English supervisors and school administrators from throughout the county and 10 Office of Education staff members.

Assistant Superintendent Miller gave one of the principal addresses, on "The Administrator's Problems in Establishing an Adequate Program of English Supervision."

One of the most widely-discussed and publicized features of the conference was an address by James R. Squire, executive secretary of the National Council of Teachers of English on "Continuing the Education of Teachers of English." He outlined a report to be published by NCTE later this year, based on a nationwide survey of 7,400 secondary and 3,000 elementary school English teachers.

Among the findings, Squire said, were the following:

- Only half the high school English teachers have earned a college major in English.
- The majority of those planning to teach in high school "do not meet reasonable standards of preparation," more than half lacking any background in modern English grammar and advanced composition.
- The worse prepared an English teacher is, the less likely he is to take extra work to remedy his deficiencies.

- Teacher comments in the questionnaires reflected concern over inadequate college preparation and inadequate continuing education.

Mrs. Newman described the meeting as "strictly a work conference." Most of the time was spent in discussion groups, preparing specific recommendations to be sent to state and local administrators as guidelines "for effecting substantial improvement in the instruction of English through supervision."

Discussions which aroused the most general interest, she said, cen-

tered on the definition of the supervisor's status, role and duties. Particular emphasis was placed on the supervisor's part in improving preparation of teachers (a) through communication with school administrators, teacher-training institutions and state accreditation offices; (b) by helping to improve curriculum guides; and (c) by strengthening in-service training programs.

School Units Contribute Textbooks to Peace Corps

More than 82,000 discarded public school textbooks were collected in North Carolina during February for use by the Peace Corps. The North Carolina Junior Chamber of Commerce took care of collecting and packing the books, which were picked up from the cooperating school administrative units by representatives of the N. C. Advisory Council of the Peace Corps.

Clifton T. Edwards, director of the Division of Textbooks of the State Board of Education Controller's Office, reported that a total of 7,911 high school textbooks were collected from 32 administrative units and 74,203 elementary textbooks from 6 units.

Last September, the State Board of Education authorized the Division of Textbooks to submit a list of titles of discarded textbooks from which the Corps selected the books it wanted. Consent of some publishers had to be obtained, Edwards said, before the physically sound used textbooks could be donated to the Corps.

The books selected by the Peace Corps included elementary readers, spelling and handwriting texts, and high school textbooks on a wide variety of subjects. They will be used in English-language classes in various nations of Africa, Southeast Asia and Central America.

Arrangements for the textbook collection were worked out in cooperation with Bernard Thomas of Lexington, chairman of the North Carolina Advisory Council, Peace Corps.

Three New Films on State Are Drawing Heavy Demand

Heavy demand by educators and others for the latest films on North Carolina released by the State Film Board was reported in mid-March; a similar reception was expected for a third film about to be released.

One film, "The Ayes Have It," depicts the activities of the State Legislature. It was taken during the 1963 General Assembly session. Released at the same time was another film, "The Road to Carolina," on the history of colonial North Carolina.

Scheduled for release about April 1 was a third film, "The Dying Frontier," dealing with the State's mountain counties. It was to be premiered on WBTV (Channel 3), coproducer of the film.

The three 16 mm. films may be borrowed without charge from the State Department of Public Instruction and the Bureau of Audio-visual Education of the University of North Carolina at Chapel Hill. The State Department of Archives and History also has prints of "The Road to Carolina" for loan.

Lenoir County Board Backs School Consolidation Plan

The Lenoir County Board of Education, at its February meeting, endorsed the plan of a survey committee for one consolidated high school to accommodate students from seven white schools in the county and recommended additions to and regrouping of the county's four Negro high schools.

The board also called for an immediate study of the feasibility of merging the Kinston and Lenoir County school systems.

The high school consolidation, to cost an estimated \$2,225,000, would involve construction of one new school to accommodate 9th through 12th grade students from the Contentnea, Deep Run, LaGrange, Moss Hill, Wheat Swamp, Pink Hill and Southwood schools. The board also asked the county commissioners for \$525,000 for additions to and regrouping of the Savannah, Frink, Woodington and Banks Schools.

The Attorney General Rules...

Education; Public Schools; Authority of Boards of County Commissioners over Employees; Office Hours; Sick Leave; Vacation.

In reply to your recent inquiry: You inquire if a board of county commissioners has any legal authority over employees of a county or city board of education. You relate the question to certain instances as to whether or not a board of county commissioners has legal authority to define conditions of employment, set the office hours, establish policies governing sick leave, vacation, observance of special holidays, and similar policies governing employees of a city or county board of education.

The employees of a county or city board of education have contracts of employment which are entered into between these school boards and the employees concerned. They are employed under specific statutes and as an example G. S. 115-72 will illustrate the employment of principals, teachers, janitors and maids. As you will see under G. S. 115-35 boards of education have general control and supervision of all matters pertaining to the public schools in their respective administrative units. As an example, county superintendents of schools are employed under the provisions of G. S. 115-39. I could go through Chapter 115 of the General Statutes, as amended, and point out various types of employment and show that such employees are employed by the boards of education and their respective officers.

Boards of county commissioners have no authority to control the internal affairs which have been delegated and entrusted to the boards of education by the General Assembly of North Carolina. The principal authority of boards of county commissioners in the public school system pertains to school budgets, and the agreement of the school authorities and the commissioners as to what funds shall be budgeted and for what items and

purposes. After the school budget is fixed and approved and it is known what funds are appropriated for public school purposes all control over expenditures, selection of school sites, details and supervision in the construction of buildings is vested in the boards of education.

I am of the opinion, therefore, that boards of county commissioners do not have any control or supervision over the employees of the various county and city boards of education, and the boards of county commissioners have no authority to fix the office hours, sick leave, vacation, observance of holidays or any other thing that pertains to the working conditions and hours of the employees of county and city boards of education.

It is true that under the provisions of G. S. 153-9 (49) it is provided, as follows:

"The board of county commissioners of any county may prescribe the office hours, work days, and holidays to be observed by the various offices and departments of the county, and the officers and employees of the county may observe such office hours, work days and holidays, notwithstanding any other provision of law."

In my opinion this provision is applicable to those county officers and departments which are directly under and are a part of county government. They are not applicable to independent agencies such as school boards which exercise their powers and duties under laws enacted by the General Assembly of this State which deal directly with these boards separate and apart from the county commissioners. In the next place this statute is written in permissive language and says the employees may observe these regulations. The subsection I have quoted above is Chapter 251 of the Session Laws of 1959, and also appears in Volume 3C of the 1963 Cumulative Supplement of the General Statutes.

I reach the conclusion, therefore, that the board of county commissioners have no jurisdiction or control over the employees of county and city boards of education with respect to the subjects pointed out in your letter. Attorney General, February 13, 1964.

Dual Office Holding

In reply to your recent inquiry: You state that a member of your local school committee is planning to run for the Office of Representative from your County. You inquire if he can serve as school committeeman and as a member of the House of Representatives.

A member of a school committee is a public officer (SPRUILL v. DAVENPORT, 178 N.C. 364). This man cannot be a school committeeman and a Representative at the same time. I know of no rule of law, however, that requires him to resign from the school committee simply because he is a candidate for Office of Representative. He has a right to wait and see whether he is elected or not, and, if so, he can then resign. Attorney General, February 13, 1964.

New Public School Laws Furnished Superintendents

Copies of a new publication, Public School Laws of North Carolina, has been furnished the superintendents of the State. This blue-covered bulletin supersedes the yellow-covered booklet issued in 1961. It contains General Statutes Chapter 115, the School Code; Chapter 115A, the Community College Act; and Chapter 135, the Retirement Act. It also includes excerpts from other chapters of the General Statutes related to public education. Article IX of the State Constitution on Education is also included.

LOOKING BACK

In previous numbers of the
North Carolina School Bulletin

Five Years Ago, 1959

J. N. Hauss, Sr., superintendent of Thomasville city schools for many years, died February 15 in Duke Hospital, Durham, at the age of 89 years.

Dr. William H. Wagoner, who is presently executive secretary of the North Carolina School Boards Association in Chapel Hill, has accepted the position of superintendent of the Elizabeth City schools, effective July 1.

Ten Years Ago, 1954

C. D. Douglas, Controller for the State Board of Education, was featured as Tar Heel of the Week in the Sunday edition of the *Raleigh News and Observer*, February 14.

Outdoor science courses for teachers have been announced by the Division of Extension, N. C. State College.

Fifteen Years Ago, 1949

North Carolina paid its teachers and principals an average salary of \$1,810 in 1946-47 and thus ranked 34th with Wyoming in this respect.

Reba A. Proctor, supervisor of Pitt County Schools, has been appointed to succeed Julia Wetherington (who is on leave in Germany) as associate in the Division of Instructional services.

Twenty Years Ago, 1944

The schools of North Carolina purchased a total of \$4,606,375.98 worth of war bonds and stamps during the fall months of the JEEP CAMPAIGN, it is announced by Mrs. J. S. Blair, State Chairman of the Education Division, War Finance Committee.

New superintendents: J. G. McCracken, Elizabeth City; R. S. Proctor, Wayne County; Charles C. Erwin, Davie County.

Twenty-Five Years Ago, 1939

Thirty-two departments of the vocational program of home economics were approved for 1938-39 in white schools.

Superintendent Clyde A. Erwin has announced the appointment of A. B. Combs of the Division of Instructional Service as Forum Counselor for North Carolina.

Congress Passes Act to Aid College, Institute Building

Congress in December passed a bill calling for \$1.2 billion in matching funds over three years for public and nonpublic colleges and other educational institutions beyond high school to build classrooms, laboratories, and libraries. North Carolina's share, over the three-year period, would be \$6,085,533, including \$4,472,274 for undergraduate facilities in colleges, and \$1,613,279 in public community colleges and technical institutes.

The bill provides for \$180 million annually, nationwide, in grants, and \$120 million for loans to four-year colleges; \$50 million for grants to public two-year colleges; and \$25 million the first year and \$60 million each for the second and third year to graduate schools.

Grants would be limited to buildings to be used for instruction or research in the natural and physical sciences, engineering, mathematics, and modern foreign languages, and for libraries.

Congress has not yet passed an act for the appropriation of funds to finance the provisions of this bill.

Mother of Four Children Will Complete High School

The four children of Mr. and Mrs. N. H. Long of Route 1, Chadbourn, "have each chipped in to make it possible" for Mrs. Long to return to Chadbourn High School to complete grades 11 and 12. She left high school after completing grade 10 in 1949, to marry.

"I want to be able to help my own children with their studies," she said. "Too, if the day ever comes when I need to ask for employment, a high school diploma will certainly be helpful. I enjoy keeping busy and using my time for some worthwhile purpose."

Mrs. Long anticipated returning to school for several years. "I realized that I would have to wait until my youngest, Pam, entered the first grade, and I was relieved of some of my work at home." Ages of the children range from Pam at 6 to David at 14 who is in grade 8. Two other boys, in between, are Donnie, grade 6, and Danny, grade 3.

MAKING TODAY'S NEWS

Edgecombe. The annual Edgecombe County Science Fair got underway Thursday afternoon at the Phillips High School near Battleboro. *The Evening Telegram*, Mar. 6.

Richmond. Richmond County voters Saturday overwhelmingly approved a \$300,000 bond issue for the construction of a vocational-technical school here (Rockingham). *News and Observer*, Mar. 8.

Caldwell. The proposed technical institution for Caldwell County was unanimously endorsed by a group of public spirited citizens from all over the county in a meeting held here (Lenoir) at East Harper School Monday night. *The Press*, Mar. 5.

Wilkes. A six-member group will meet tonight 7:30 p.m. to select a county-wide citizens committee whose purpose it will be to send out public opinion on calling a \$500,000 bond issue for a community college. *Journal-Patriot*, Mar. 5.

Henderson. East Henderson High School will lend a hand to an Asheville YWCA workshop studying adult education and dropouts. *Asheville Citizen-Times*, Mar. 8.

Winston-Salem. About 200 teachers in the city-county school system will attend a series of art workshops Monday and Tuesday at Latham School. *Winston-Salem Journal*, Mar. 8.

Cleveland. The Cleveland County Board of Education has approved the reorganization of the county school system area into four large school districts. *Shelby Daily Star*, Mar. 5.

Robeson. First of a new series of Civil Defense Adult Education classes in North Carolina was held in Lumberton at the Robeson County Board of Education Building. *Citizen*, Mar. 5.

Raleigh. The Raleigh Board of Education this week clamped down on students selling magazine subscriptions as part of class money-making projects. *The Raleigh Times*, Mar. 5.



Ten Noted Artists Appointed to Advisory Board Of Proposed Tar Heel Performing Arts School

Moving ahead with plans for the proposed North Carolina School for the Performing Arts, Governor Terry Sanford on March 26 appointed 10 nationally known artists members of the school's advisory board.

In conjunction with the Governor's announcement, his office released a report reviewing tentative plans for the school and describing the project. This report, "A Statement Concerning the Proposed Performing Arts School in North Carolina," was prepared by John Ehle, the Governor's special assistant for cultural and educational programs; Dr. Vittorio Giannini, project director for the proposed arts school; and Julia Ribet, administrative assistant to Dr. Giannini.

Composer Giannini was one of those named by the Governor to the advisory board. He teaches composition at the Manhattan School of Music, the Curtis Institute in Philadelphia and the Juilliard School of Music in New York City. He has composed numerous works, including three operas.

Other members of the new board are Richard Adler, the musical comedy writer; Agnes DeMille, choreographer; Jose Limon, dancer, now on the faculty of the Juilliard School; Peter Mennin, composer and president of the Juilliard School; Jan Peerce, Metropolitan Opera tenor; and Julius Rudel, conductor and general manager of the New York City Opera Company.

Three native Tar Heels who will serve on the advisory board are Sidney Blackmer, cinema and stage actor, a native of Salisbury; Paul Green, the dramatist, who was born in Lillington; and James Christian Pfohl, conductor, founder and director of the Transylvania Music Camp at Brevard, a native of Winston-Salem.

The advisory board, the Governor said, is to make recommendations concerning the name and location of the school, administrative structure and procedures, curriculum, faculty, and degree requirements. A Board of Trustees will then be appointed to act on these recommendations.

In 1963, the General Assembly enacted legislation authorizing establishment of the Performing Arts School and appropriating a total of \$325,000 to aid in setting up the project, providing this amount was matched from private sources. Of the total State appropriation, \$75,000 was earmarked for planning operations and \$250,000 for the first year's operational expense.

New Tar Heel Adult Farmer Education Program Drawing Enthusiastic, Widespread Response

The new approach to adult farmer education initiated by the Division of Vocational Education last spring as a pilot program—special flexible courses planned to meet a variety of special needs—is getting an enthusiastic response from farm men and women and from school personnel, reports A. G. Bullard, State supervisor of agricultural education.

More than 20,000 farmers are expected to participate before the end of the school year in the special classes sponsored by local schools through their vocational agriculture departments and supported by special adult education funds. Through Feb. 16, contracts with local administrative units for 272 courses with a total enrollment of 4,829 had been approved, Bullard said.

Under the program, special courses are offered in a variety of sub-

Summer Superintendents' Meet Set at End of July

The annual Superintendents Conference sponsored by the State Department of Public Instruction is to be held at an earlier date this summer than in recent years—July 28-31. As it has been for several years, the conference will be held at Mars Hill College.

Marvin R. A. Johnson, design consultant in the Department's Division of School Planning, is chairman of the Conference Planning Committee.

As usual, there will be a number of outstanding speakers, informative discussions of State school programs, procedures, and policies and various activities for children, young people and the ladies. In addition, some new program features are being planned.

ject areas, the choice being determined by local advisory committees in consultation with local vocational agriculture teachers. Suggested course outlines are developed by the Curriculum Laboratory, Department of Community Colleges. Special instructors are employed to teach many of the courses.

Some of the more popular courses are: care and operation of gasoline and diesel tractors, farm welding, small gasoline engines, farm records and income tax reporting, farm rental agreements, swine sanitation and herd health, and pesticides.

These courses, Bullard said, are being set up to help the State's farmers in adjusting farm operations to rapidly changing market conditions, in applying new technology and results of recent research, and in learning about new materials, machines and equipment.

Superintendent Carroll Says...

(Excerpts from "Greetings" before NCEA Convention, Raleigh, March 19, 1964)

One month ago, while in Atlantic City attending the meeting of the American Association of School Administrators, I had opportunity, along with many of you, to hear The Honorable Dean Rusk, Secretary of State, make a profound and provocative statement which I should like to use as my text in greeting you tonight. Speaking on the kind of education which shall be most reliable in the days and years ahead, he concluded his address with these words: "If young people ask 'For what must I be prepared?' you as educators will need to say, 'You will need to be prepared for whatever comes'."

How then, in view of the current today and the contemplated tomorrow, can we prepare youth "for whatever comes"? May I briefly suggest some possibilities: First, I would recommend that every student be thoroughly saturated with all the good general basic academic education which he is capable of consuming. I mean reading, writing, spelling, arithmetic, grammar, English, literature, science, history, geography, government, sociology, economics, foreign languages and all the other traditionally labelled "college preparatory courses." If you say "But only about 38 per cent of our graduates go on to college", I would have to reply that this is even more reason for giving them good solid education at the public school level. Those who go to college get a second chance to get an education; those who do not will learn in increasing manner the fact that they have been deprived of their full birthright.

Continuing, I would recommend that vocational education, which I define as "specialized training for selected students for a specific job," be offered during the last two years of the high school program—such training leading directly to college, to employment, or to additional post-high school training for jobs that are open and waiting. Certainly, as we assess future employment patterns, there is no need to hurry up and train high school youth so they can hurry up and graduate and then wait for a job. I cannot see, in the future, much value in training people for jobs that might become available. Over and over again employers come to my office and say: "You educate them and we will train them for our jobs."

Finally, in view of a present which predicts of a future, I would recommend that we strengthen our curriculum in the aesthetic, the cultural, and the creative arts. Many high schools are recognizing this need by offering a course which they are labelling as "The Humanities". Certainly, if our youth are to live in a more knowledgeable society, with more time to test their intelligence and to enjoy their talents, we shall be remiss if we do not provide the stimulus for a "Renaissance" in literature, music, art, architecture, and drama, which I believe to be on the horizon.

So, I meet you briefly with a reminder of the opportunities that await us—opportunities to help alleviate some of the crippling defects in our society and thereby to help usher in the kind of education which will prepare our youth "for whatever comes."

I desire to see the time when education, and by its means, morality, sobriety, enterprise and industry, shall become much more general than at present. Abraham Lincoln

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled. James Russell Lowell

One thousand dollars invested in salvaging an unemployable youth today can return \$40,000 or more in his life time.—President Johnson.

The inability to read is a "substantial factor in causing delinquency, crime, unemployment and dependency."—Judge Juanita Kidd Stout. (Penn.)

The citizen who strives for democratic goals must discipline himself in the use of democratic means.—James E. Allen, Jr., Commissioner of Education, New York State.

Let us not give our approval only to those who excel; let us not forget the little guy who trudges along, day after day, knowing that he will never do anything very dramatic. Let us reserve some of our medals for those youngsters with few capabilities who struggle on patiently.—Eugene S. Thomas, past president National Association of Secondary-School Principals.

The first obligation of the elementary school is to develop in the child the skills of communication and computation.—National School Public Relations Association.

Basic to all but the most elementary learning is reading. This is undoubtedly why it is properly a matter of concern to teachers from the first grade throughout the whole of formal education.—Nathan M. Pusey, president, Harvard University.

Education "For Whatever Comes"

In recent weeks Dean Rusk, Secretary of State, and Charles F. Carroll, Superintendent of Public Instruction in North Carolina, have taken time to emphasize a common point relative to education and the future. In essence, each has stressed the fact that the chief responsibility of educators at the present is to prepare young people for whatever comes!

"How vague! How general! How impossible!" the pessimistic, the cynical, the conformist might react. Yet, a universe in which rapid change is its major characteristic, youth somehow must understand the nature of change and be prepared to cope with its hazards as well as its advantages.

If the average young person of today is to have five different jobs in his lifetime, does not this fact in itself suggest much to teachers and administrators? If the present generation in its adulthood is to work between 25 and 30 hours per week, does not this fact also suggest a few disturbing thoughts to educators? If the world in which we live is to become more and more one world, must not curriculum planners also be alert as to changes that are needed in education?

If research concerning how learning best takes place is to be believed, will not teacher-preparation institutions, architects, school board members, and educators themselves have to modify some of their past thinking and actions? If individuals are as different as has been claimed for the last 50 years, do not subject-matter, teaching techniques, approaches to evaluation, and use of instructional aids have to be reappraised in terms of modern knowledge?

If ignorance, poverty, delinquency, and a low quality of thinking stem, in great measure, from what the schools are not doing, is it not time to think of some drastic changes?

If students are to be educated for whatever comes, it appears that several of the old-fashioned verities might again become fashionable:

- Each student should be helped to understand himself as well as the world in which he finds himself.
- Each student should be helped in developing a philosophy of life which includes respect for himself and for all other peoples.
- Each student should be helped in choosing and accepting those responsibilities for which he has the ability to execute.
- Each student should be helped in realizing that less than his individual best is unacceptable in school or anywhere in society.
- Each student should be helped in accepting the fact that learning is a life-long process, and that change is the chief ingredient of progress.
- Each student should be helped in learning that freedom vanishes where individual initiative and responsibility are not vigorously encouraged.

These verities doubtless will continue to be emphasized for a long time through courses of study, activities, counseling, testing, and the like; but education which fits one for whatever comes will demand a frequent shifting of emphases—purposes as well as the means for achieving purposes.

School Board Leadership

School board leadership increasingly is being felt throughout the State; and this is highly encouraging.

Among the more obvious reasons for this situation is the fact that North Carolina has had outstanding and enthusiastic leadership on behalf of effective school boards for many years in its own State Board of Education, in its superintendents of public instruction, and in the presidents, the secretaries, and the associate secretary of the North Carolina School Boards Association. This latter organization, whose consultant and associate secretary is Guy B. Phillips, has steadily gained prestige and influence while attempting earnestly and consistently to assist local boards in recognizing and in executing their responsibilities.

Clarification of school board responsibilities has not always been an easy accomplishment, particularly at the local level; yet, over the years, the State Association has labored, and with courage, to assist local boards in knowing and in performing their legal and moral obligations for improving schools. In North Carolina as much as anywhere in the Nation, local boards are facing up to their responsibilities with ever-growing acceptance and success.

Active and widespread participation in district meetings of the State School Boards Association has tended to engender enthusiasm among its members, provide continuity for its program, and afford a clearing house for creative sharing and planning. Attendance has been excellent at a majority of these meetings, and topics for consideration invariably have been lively and worthwhile. Superintendents across the State have indicated delight in the manner in which school board members, more and more, have shown a growing concern for improving education.

The single most important factor in securing good schools is in having strong local boards of educa-

(Continued on page 4)

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CHARLES F. CARROLL

State Supt. of Public Instruction

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EDITORIAL BOARD

L. H. JOBE, J. E. MILLER,

V. M. MULHOLLAND, JAMES JACKMAN

May, 1964

MAY, NINETEEN HUNDRED AND SIXTY-FOUR

State Board Asks Addition of Preschool Program To Comprehensive School Improvement Project

Addition of a new initial phase to the North Carolina Comprehensive School Improvement Project was proposed on April 2 by the State Board of Education in a request to the North Carolina Fund that the budget of the comprehensive project be amended to provide \$72,000 to set up 120 summer readiness programs for culturally disadvantaged children scheduled to enter the first grade in September.

J. E. Miller, Assistant State Superintendent of Public Instruction, explained that the summer program for preschoolers is intended to tie in with the four-year Comprehensive School Improvement Project to be initiated next fall in 100 schools. Designed to demonstrate the effectiveness of some of the latest in teaching techniques and instructional materials in the first three years of elementary school, the far-reaching project would eventually involve a total of 400 schools throughout the State, with approximately 27,000 primary children and 900 regularly certified teachers taking part.

Primarily, Miller said, the comprehensive project is aimed at developing instructional programs which will meet the needs of culturally disadvantaged children and other pupils whose achievement is less than it might be. It is expected that the new approaches will result in improvement of learning on the part of most pupils in that they will provide more individualized instruction and let each student proceed more at his own pace than approaches now in use.

In the elementary school project,

Editorial

(Continued from page 3)

tion. Increasingly, the Nation itself is recognizing the necessity for boards of this calibre. North Carolinians have every reason to be proud of the constructive approach which local school boards follow in trying to improve conditions which permit quality teaching for *all* the youth of the State.

plans call for a team teaching approach in an ungraded primary organization, with three teachers and a teacher's aide working with a section of 90 pupils or less, each teacher handling the area in which she is best qualified to teach. The sections might consist of any combination of first through third grade age pupils. Each such project would be "tied" to a nearby teacher training institution, a consultant from such institution working with the teaching team in developing the program.

Funds for the massive demonstration will be provided through the North Carolina Fund and by the State Board of Education—each agency furnishing \$2 million. The North Carolina Fund's share will come from a grant made by the Ford Foundation. The proposed budget provided \$10 per pupil annually for special instructional materials; salaries for the teacher's aides; and funds for employment of the consultants for each project.

The 120 summer preschool programs would operate for a 30-day period, five days a week and at least four hours per day, with the local boards assuming full responsibility for setting up the programs, subject to review and approval by the staff coordinating the entire project. From the project funds, the State Board would make available to local boards of education \$30 per child for classes of less than 20 children. No school administrative unit would be permitted to conduct more than five such classes under the plan.

Thus, the proposed preschool projects would supplement the comprehensive elementary project in two ways: (1) where operated in conjunction with an elementary project, they would increase the effectiveness of the ungraded, team teaching program; and (2) where operated in conjunction with a more conventional type of elementary school setup, they would contribute to the main aim of the comprehensive project—increasing the educational background of the culturally disadvantaged child.

Youths Win Science Honors

Four North Carolina high school students were named to the Honors Group in the nationwide Science Talent Search, it was announced by Dr. Watson Davis, director of Science Service, Washington, D. C. The program is supported by the Westinghouse Educational Foundation.

North Carolina students winning honors with 310 others throughout the nation were Albert F. Peacock Jr. of Mooresville Senior High School, Mooresville; Richard T. Williams of Mount Holly High School, Mount Holly; Eddie H. Myers of West Rowan High School, Mount Ulla, and William O. Wallace of Washington High School, Washington.

Board Adopts New Texts

Adoption of new science texts for use of pupils in grades 2-6 and grade 8 was made by the State Board of Education at its regular meeting on April 2. Also adopted were a new geography text for grade 8 and four new texts for home economics classes. Action on the adoption of a new science text for grade 7 was postponed.

The new series of texts published by D. C. Heath and Company was adopted at the following retail prices:

- grade 2—\$2.38
- grade 3— 2.59
- grade 4— 2.73
- grade 5— 2.79
- grade 6— 2.93

For grade 8, "Modern Earth Science" published by Holt, Rinehart and Winston, Inc., was adopted at a State retail price of \$4.45.

A new geography text, "The Western Hemisphere," published by Allyn and Bacon, was adopted at a State retail price of \$4.83

The following new home economics texts were adopted:

"Teen Guide to Homemaking," McGraw-Hill—\$5.14.

"Thresholds to Adult Living," Chas. A. Bennett Co.—\$4.97

"You and Your Food," Prentice-Hall—\$5.11

"Guide to Modern Clothing," McGraw-Hill—\$6.00.

Pilot Projects Conducted This Year Form Basis For Broadening School Vocational Programs

During the current school year, 49 high schools and six school administrative units in the State have been engaged in a number of related pilot projects which will provide the groundwork for extensive redirection and expansion of vocational education programs in North Carolina's public high schools.

Dr. Gerald B. James, director of the State Department of Public Instruction's Vocational Education Division, explained that the projects are aimed at aligning the vocational education programs more closely with the needs of students for various types of specialized training to meet the demands of industry, business and agriculture.

These pilot programs are being financed mainly by an appropriation of \$1,500,000 made available to the Division of Vocational Education under the Clark-Long Act, which was passed by the General Assembly of 1963.

Programs put into effect during the school year include the organization and installation of a new course, "Introduction to Vocations," in 45 high schools throughout the State. In 15 of these schools, the I. V. course is being correlated with English, mathematics, and science courses, and in another 5 of the 45 schools, a comprehensive vocational program has been initiated in the 11th and 12th grades in addition to the correlated I. V. course.

More than 4,000 students are involved in this massive trial program, which is being coordinated by Thomas Shore, Jr., State supervisor of diversified and comprehensive vocational education. Charles J. Law has assisted as consultant in the development of the comprehensive vocational programs. More recently, Joseph R. Clary, formerly a district supervisor in the Vocational Agriculture program of the Division, has been put in charge of the ninth-grade I. V. program. Dr. Norman Chansky of North Carolina State at Raleigh has assisted in this program by developing tests which have been used to measure various aspects of the experimental I. V. course.

Plans call for intensive work to be done in workshops and conferences by teachers of the I. V. course to develop and refine the course and to work up lists of reference works and locate teaching materials. Most of this work, Shore said, will be done at N. C. State this summer. The next step will be to add at the 10th grade level basic courses dealing with clusters of occupations as a bridge to the specific occupational courses planned at the 10th and 11th grade levels.

In addition to the I. V. and comprehensive vocational programs, four other high schools have begun setting up pioneer pre-technical training programs designed to prepare students for post-high school programs in technician training or business education at State-operated or private institutions. These pre-technical programs have been set up at the following high schools: Chapel Hill (health services); Hillside, Durham (industrial); and two at Burlington—Williams (business education), and Jordan Sellars (health services).

Another step in developing the comprehensive vocational program was taken when the State Board of Education at its February meeting approved plans and procedures for reorganizing the working relationships between the Division of Vocational Education and the State's school administrative units. Under the new setup, vocational education programs in the schools will be based on local plans developed by and for each administrative unit. As the first phase of this reorganization, six administrative units were selected to prepare pilot plans for local programs: Caldwell, Stanly, Carteret and Duplin counties and Lenoir and Durham city units. On the basis of these plans, a guide for developing such programs is being developed. It is expected to be ready for use by other school units by July 1.

H. G. Beard, associate director of the Division of Vocational Education, is coordinating this local planning phase. Assisting him are two teams of consultants, each in-

College Students Enlisted In Volunteer Service Corps

Governor Terry Sanford announced on March 16 the formation of the North Carolina Volunteers, a corps of college students which will be trained to work in various community projects in the campaign against the "cycle of poverty" in the Tar Heel State. The cost of the NCV Program will be defrayed by the North Carolina Fund.

Jim Beatty, former University of North Carolina track star and an official of the North Carolina Fund, is directing the NCV Program. Following the Governor's announcement, Beatty and his assistant, Curtis Gans, launched a recruiting drive that was to take them to campuses of public and private colleges throughout the State during the next few weeks.

Plans call for 100 student volunteers to be trained in a pilot Summer Intern Program, in connection with which they will participate in various community service projects. Twenty of these interns will be selected to work in the 10 comprehensive community programs to be sponsored by the North Carolina Fund. They will work on a full-time basis from September, 1964 to August, 1965.

Beatty said the 100 volunteers in the pilot program will get 11 weeks' experience in community service at a pay rate of \$250 for the summer plus room and board.

They will assist community professional leaders in educational, health, recreational and welfare services as individual aides or in teams.

Eventually, the Governor said, the North Carolina Volunteers, as a Statewide agency, could bind students and service organizations together in a sort of "conference" setup for effective and coordinated work. It also could serve as a model or pilot program for other States to study, he pointed out.

cluding a staff member from every vocational service in the State Department of Public Instruction.

North Carolina's Community College System Now Developing Rapidly, Special Report Shows

Rapid development of the State's complex of community colleges, industrial education centers and technical training institutes is reflected in a special progress report prepared in early April by the Department of Community Colleges.

Now in operation are two community colleges, eleven industrial education centers, and eight technical institutes, all under the supervision of the Department of Community Colleges. The Department also is currently working with several other counties in developing new institutions.

Following is the summary of recent developments as contained in the Department's special report:

Central Piedmont Community College in Charlotte

This institution has two campuses but will consolidate into one in September, 1964. The former Central High School building has been completely renovated and is being used for the institution. Dr. Richard Hagemeyer is president.

College of the Albemarle at Elizabeth City

This institution has been in operation for three years as a junior college and is now adding the technical and vocational programs which are an essential part of a comprehensive community college. The student body is small but is growing. Dr. Robert Hislop is president.

Moore County Community College near Southern Pines

This institution will open in September, 1965. At present, the president, Dr. Raymond A. Stone, is working with the architect in drawing plans for the new institution.

Rockingham Community College at Wentworth

Establishment of this institution has been approved by the State Board of Education. There is a possibility that the college may open in September, 1965. The industrial education center at Leaks-

ville will be consolidated with the new institution, which will be located between Reidsville and Leaksville. Dr. Gerald B. James is president.

Southeastern Community College in Columbus County

This institution is in about the same stage of development as the school in Rockingham County. As soon as a president is employed, work will begin on the planning and construction of the college. The site is about halfway between Whiteville and Chadbourne.

Surry County Community College

Surry County is in the process of appointing Trustees and beginning to seek a president. County officials are going to try to open sometime during the 1965-66 year. The site is located at Dobson, the county seat.

Burke County Community College

The bond election in Burke County carried by a 15 to 1 majority. Officials now are selecting Trustees and laying plans to get started selecting the president and building the plant as soon as possible. The probable opening date is September, 1966, although they hope to have everything ready before then. The site is in Morganton, just south of the North Carolina School for the Deaf.

Richmond County Technical Institute

The State Board has granted approval, the bond election has carried, and Richmond County officials are at present selecting Trustees. The institution will be between Hamlet and Rockingham.

Caldwell County Technical Institute

The State Board has granted approval, the bond election has carried, and Caldwell County officials are at present selecting Trustees. The institution will be located near Lenoir, probably in the Whitnel or Hudson area.

Other Plans

The following counties have com-

Historian Traces Progress Of Education for Negroes

Hugh Victor Brown, former principal of Dillard High School in Goldsboro and a past president of the North Carolina Teachers Association, is the author of a recently-published book, *E-Quality Education in North Carolina Among Negroes*.

In the book's Preface, Brown noted that the new book is essentially an enlargement on his previous work, *A History of the Education of Negroes in North Carolina*. It should take its place beside the earlier book as a standard reference work on the subject. It traces the history of public education for Negroes in the State from the hectic days following the Civil War, when the first State superintendent of schools, Calvin H. Wiley, rendered such memorable and untiring service, right through to development in the latter part of 1963.

The author shows how free public education for Negroes in the Tar Heel State grew out of a goodly number of schools set up by different religious denominations just after the war. He traces the continuing effort for improvement of the quality of teacher training, from the first "Colored Normal Schools" on; delineates the role of the State's publicly supported Negro institutions of higher education; and describes the changing philosophy with respect to desegregation of schools disclosed in the statements of successive State school leaders.

The book is available at \$4.00 per copy from the publishers, Irving-Swain Press, Inc., 303 East Street, Raleigh.

pleted their surveys and will submit applications for a community college at the May meeting of the State Board: Davidson County, Lenoir County and Rutherford County. Wilkes County and Halifax County have begun a preliminary survey to determine whether a community college is needed in these counties. These surveys will not be completed for some time.

Variety of Programs, Methods Used in State To Meet Specific Needs in Adult Education

"I can pick up anybody's book and read it. That means everything in the world to a person."

In these poignant words, Lester Gramling, 53, managed to express with quiet eloquence the personal significance of an experience that is coming to more and more adults throughout North Carolina through the State's adult education programs—learning to read and write.

Hundreds of adults are having other types of personally rewarding experiences—making up for time and ground lost by dropping out of school, gaining a high school diploma or equivalent certificate, increasing their skills for vocational opportunities previously closed to them, or simply broadening their education in certain areas.

Lester Gramling, father of seven, learned to read and write with 21 other adults in a special class at Badin. All employees of the Aluminum Company of America's Badin Works, laid off temporarily during extensive modernization of the Alcoa plant, attended classes five days a week for 10 weeks. They studied special materials designed for adults. Two teachers, Mrs. Julius Cohen and Mrs. Walter Smith, were recruited to teach the morning and evening classes.

The Badin Alcoa employees needed to learn to read and write in order to cope with the new equipment and processes being installed at the plant. So, working together, the company, the United Steelworkers of America local, the Rowan Industrial Education Center, and the Vocational Education Division of the State Department of Public Instruction, made arrangements for the special class to meet the specific need. (This story is told in the February issue of the *Alcoa News*, a monthly magazine for the company's employees.)

All over the State, such special classes are being conducted under various arrangements. Then there are numerous new larger programs—450 adults are attending evening classes at Charlotte's new adult education centers sponsored by the

Central Piedmont Community College; about 50 are enrolled in adult classes being conducted by the Raleigh Public Schools; 43 graduated recently at the Craven County Adult High School. These are just a few examples.

Samuel Geek, coordinator for instructional programs in the Division of Vocational-Technician Programs of the Department of Community Colleges, pointed out that the almost bewildering diversity of programs and methods being used is likely to do more good in a relatively brief time than a highly formalized and rigidly coordinated single program would be able to do. It is the very essence of these adult education programs, he stressed, to meet, as nearly as possible, wherever and whenever possible, individual needs in various community contexts.

The epitome of individualized instruction so far incorporated into the State adult programs is the Fundamental Learning Laboratory curriculum developed by Dr. Edward T. Brown, assistant director of the State Department of Curriculum and Research. This is an automated installation which takes advantage of the latest developments in teaching machines (programed instruction) and other individualized learning materials.

There are more than 45 different school subjects on the shelves of each laboratory, Dr. Brown explained, and a vast variety of other programed courses is available on order. In addition to the wide range of required and elective courses, there are reading programs providing instruction from about second grade level through about second-year college. These reading courses are designed to improve eye movements and intellectual skills.

These Fundamental Learning Laboratories are being set up at community colleges, industrial education centers and technical training institutes throughout the State, Dr. Brown said. They are intended at present to extend the adult education offerings at these centers

Department Staffers Edit Special ALA Bulletin Issue

Three members of the State Department of Public Instruction staff and one former staff member aided in editing or contributed articles to the special feature section of the American Library Association Bulletin for February.

Editors of the 25-page center section, "Planning School Library Quarters," were Cora Paul Bomar, Supervisor of Library and Instructional Materials Services; Mrs. Frances Kennon Johnson, formerly associate supervisor, School Library Section, and now an instructor at the University of North Carolina, Greensboro; and Marvin R. A. Johnson, design consultant with the Division of School Planning, who planned the 7-page portfolio layout of sample school library designs.

Dr. Dwayne E. Gardner, educational consultant with the Division of School Planning, contributed an article, "Educational Specifications for the School Library," and Johnson an article, "How the Architect Works." Miss Bomar and Mrs. Johnson wrote the introduction, summarizing the five articles in the section.

Architect Johnson's article describes the ways in which the architect works with librarians and other school personnel in developing the design of the school library. Dr. Gardner's article outlines the basic ingredients in educational specifications for the school library.

In the portfolio section set up by Johnson, "Case Studies in School Library Planning," floor plans of four school libraries and pertinent information on each are presented. One of the libraries is that of the Frederick Archer Elementary School at Greensboro; two are elementary school libraries in Shaker Heights, Ohio, and the fourth, high school library at Tacoma, Wash.

to meet more closely individuals needs; as familiarity with these instructional methods increases, programed instruction may well take over numerous areas now reserved for more traditional type classroom instruction, Dr. Brown believes.

State School Facts

May, 1964

Total State Expenditures for Public Schools Increase 2.89 Percent in 1962-63 over 1961-62.

Total expenditures for public school current expense in North Carolina for the 1962-63 school year increased 2.89 percent over the previous year's total, while average daily attendance increased 2.04 percent, according to a recent statistical analysis.

Expenditures for current expenses totaled \$293,767,127.44, as compared with \$285,506,355.74 for 1961-62. Average daily attendance was 1,058,183 for the entire State, as compared with 1,036,934 the previous year.

Local funds constituted 17.4 percent of the total expenditure for current expenses, as compared with 16.4 percent in 1961-62. Federal funds provided 4.2 percent, as compared with 3.8 percent. State funds made up the bulk of the total: 78.4 percent in 1962-63, a decrease from 79.8 percent the previous year.

Average daily attendance in the State's 100 county units increased 2.2 percent, whereas the increase for the 73 city units was 4.3 percent.

Expenditures from local funds for current expenses increased 9 percent for the entire State, with the 100 county units showing a 6.6 percent increase and the 73 city units a 12.5 percent rise in this category.

The share of federal funds used for current expenses increased 14.2

743,842.68 the total for the city units.

Federal sources furnished \$12,285,659.04 of the entire State's current expense total, of which \$8,936,428.00 went to the county units and \$3,349,231.04 to the city units.

Expenditure Per Pupil

Expenditure per pupil was \$277.62 for the entire State, \$273.73 for the county units, and \$286.32 for the city units. State funds provided \$217.62 per pupil for the entire State, \$221.26 for the county units, and \$206.46 for the city units. Federal sources provided \$11.61 for the entire State, \$12.21 for the county units and \$10.26 for the city units.

Local funds provided \$48.39 per pupil for the entire State, \$40.26 per pupil for the 100 counties and \$66.60 per pupil for the 73 cities. This was 23.2 percent of the city unit expenditures for current expenses, 14.7 percent of the county unit expenditures, and 17.4 percent of the total State expenditures.

Five of the State's 173 school administrative units spent more than \$100 per pupil in local funds for current expenses, and four units spent less than \$10 per pupil in this category. Approximately 10 percent of the units spent more than \$68, while the lowest 10 percent spent less than \$20 per pupil in local funds. About a quarter of the

Unit	ADA	Total Expended	Per Pupil Expenditure by Source				Percent of Total			
			State	Federal	Local	Total	State	Federal	Local	Total
Carteret	6,272	1,580,134.36	216.15	31.54	4.25	251.94	85.8	12.5	1.7	100.0
Caswell	5,233	1,388,664.24	228.26	7.71	29.39	265.36	86.0	2.9	11.1	100.0
Catawba	8,362	2,263,737.40	226.75	16.80	27.66	271.21	83.8	6.0	10.2	100.0
Hickory	6,522	1,759,054.40	202.50	7.08	60.13	269.71	75.1	2.6	22.3	100.0
Newton	2,688	717,883.29	206.03	8.49	52.55	267.07	77.1	3.2	19.7	100.0
Chatham	6,785	1,799,907.04	223.95	8.00	33.32	265.27	84.4	3.0	12.6	100.0
Cherokee	1,455	429,968.74	261.32	5.83	28.37	295.52	88.4	2.0	9.6	100.0
Andrews	1,104	290,947.58	220.43	9.29	33.82	263.54	83.6	3.5	12.9	100.0
Murphy	1,362	355,699.36	222.87	8.71	29.58	261.16	85.3	3.3	11.4	100.0
Chowan	841	270,804.07	261.73	9.45	50.82	322.00	81.3	2.9	15.8	100.0
Edenton	2,112	588,626.94	214.01	9.37	55.33	278.71	76.8	3.4	19.8	100.0
Clay	1,235	356,380.93	244.47	11.02	31.23	276.72	84.7	3.9	11.4	100.0
Cleveland	7,621	2,083,603.58	231.67	9.80	36.75	255.54	81.8	3.8	14.4	100.0
Kings Mountain	3,992	1,020,130.11	208.99	8.68	61.88	283.57	75.1	3.1	21.8	100.0
Shelby	4,545	1,317,148.70	213.01	8.40	56.91	260.31	86.4	3.2	10.4	100.0
Columbus	10,538	2,743,155.86	225.00	8.40	53.09	249.58	82.9	3.9	13.2	100.0
Whiteville	7,655	2,369,810.80	216.78	67.30	21.98	305.98	69.2	21.7	9.1	100.0
Craven	5,113	1,331,398.95	198.25	20.48	41.67	260.40	76.1	7.9	16.0	100.0
New Bern	8,193	4,346,381.54	193.10	37.77	5.41	236.28	81.7	16.0	2.3	100.0
Cumberland	10,402	3,217,013.99	211.80	47.31	50.16	309.27	68.5	15.3	16.2	100.0
Fayetteville	1,448	466,642.53	239.38	19.21	63.68	322.27	74.3	6.0	19.7	100.0
Currituck	1,200	386,858.70	225.71	23.50	73.17	322.38	70.0	7.3	22.7	100.0
Dare	10,447	2,479,132.71	207.93	11.83	17.54	237.30	87.6	5.0	7.4	100.0
Davidson	4,840	1,305,767.31	214.03	8.70	47.06	269.79	79.4	3.2	17.4	100.0
Lexington	3,625	942,424.82	201.70	7.22	51.06	259.98	77.6	2.8	19.6	100.0
Thomasville	3,700	960,155.18	220.64	9.74	29.13	259.51	85.0	3.8	11.2	100.0
Davie	10,280	2,717,996.25	233.40	13.72	17.28	264.40	88.3	5.2	6.5	100.0
Duplin	2,836	969,999.21	216.45	12.66	68.87	297.81	72.6	4.3	23.1	100.0
Durham	9,542	4,600,970.93	215.78	8.64	105.52	330.61	65.5	2.6	31.9	100.0
Edgecombe	13,917	4,781,437.29	219.91	6.11	25.02	251.04	87.6	2.4	10.0	100.0
Tarboro	3,446	856,383.98	205.60	7.20	35.72	248.52	82.7	2.9	14.4	100.0
Forsyth	19,040	5,270,276.48	205.28	4.38	87.63	276.80	74.2	1.4	24.2	100.0
Winston-Salem	21,710	7,405,254.28	215.17	6.99	11.01	252.18	88.9	2.8	8.3	100.0
Franklin	5,592	1,412,444.24	224.58	6.99	11.01	252.18	88.9	2.8	8.3	100.0
Franklin	1,292	311,947.27	217.25	8.22	15.98	241.45	90.0	3.4	6.6	100.0
Gaston	20,686	5,233,700.54	204.83	9.08	42.00	255.91	80.0	3.6	16.4	100.0
Cherryville	1,805	468,789.56	216.38	7.84	35.50	259.72	83.3	3.0	13.7	100.0
Gastonia	7,694	2,073,879.43	216.22	12.18	41.14	269.54	80.2	4.5	15.3	100.0
Gates	2,369	645,749.76	231.65	11.85	27.12	272.58	86.7	4.3	10.0	100.0
Graham	1,546	481,667.20	241.85	36.62	33.09	311.56	77.6	11.8	10.6	100.0
Granville	4,432	1,310,816.94	248.22	9.31	38.23	295.76	83.9	3.2	12.9	100.0
Oxford	3,296	916,398.30	221.09	8.56	48.38	278.03	79.5	3.1	17.4	100.0
Greene	20,308	5,204,360.24	227.00	11.06	32.28	270.34	84.0	4.1	11.9	100.0
Guilford	23,391	7,842,912.62	207.41	8.12	119.76	335.29	61.9	2.4	35.7	100.0
Greensboro	23,391	7,842,912.62	207.41	8.12	119.76	335.29	61.9	2.4	35.7	100.0
High Point	11,557	3,488,174.10	201.15	1.28	99.39	301.82	66.7	4.4	32.9	100.0
Halifax	8,990	2,313,386.16	221.30	5.90	80.13	257.33	86.0	2.3	11.7	100.0
Roanoke Rapids	3,484	1,031,361.64	229.32	6.31	80.40	296.03	70.7	2.1	27.2	100.0
Weldon	2,122	494,488.89	197.08	7.28	28.67	233.03	84.6	3.1	12.3	100.0
Harrell	11,694	3,157,407.57	218.33	14.51	37.16	270.00	80.9	5.4	13.7	100.0
Haywood	6,239	1,784,111.20	225.82	12.20	43.43	281.45	80.2	4.3	15.5	100.0
Canton	2,522	716,806.80	222.72	9.88	51.62	284.22	82.4	3.5	18.1	100.0
Henderson	5,770	1,607,805.89	225.38	10.74	42.53	278.65	80.9	3.8	15.3	100.0
Hendersonville	2,036	730,376.40	242.27	9.65	106.81	358.73	67.5	2.7	29.8	100.0
Hertford	5,783	1,518,006.17	223.77	7.30	32.43	263.50	85.2	2.4	12.4	100.0
Hoke	4,208	1,117,932.50	219.10	12.95	33.62	265.67	82.5	4.9	12.6	100.0
Hyde	1,871	424,485.72	262.36	12.47	34.78	309.61	84.7	4.0	11.3	100.0
Iredell	8,274	2,116,483.46	220.19	10.19	25.41	255.79	86.1	4.0	9.9	100.0
Mooreville	2,105	637,819.08	227.91	12.10	63.00	303.01	75.2	4.0	20.8	100.0
Statesville	4,433	1,133,075.21	204.11	8.05	54.72	266.88	76.5	3.0	20.5	100.0
Jackson	3,499	994,188.90	248.59	10.85	26.39	285.87	82.9	3.2	9.3	100.0
Johnston	15,944	4,862,989.15	226.83	10.85	35.97	273.65	82.9	4.0	13.1	100.0

100 county units was 731,676, for land County spent the least—\$193,10. Nine units spent more than \$250 in this category, nine less than \$210. Approximately half the units spent more than \$220 in State funds per pupil, a quarter of them more than \$229, and the lowest quarter less than \$210.

Local sources provided \$51,202,648.06 of the total State expenditure for current expenses. Of this amount, \$29,458,805.38 was the 100-county local fund total, \$21,-

I. CURRENT EXPENSE EXPENDITURES BY SOURCE OF FUNDS

Year	ADA*	Total Expended		Per Pupil Expenditure by Source		Percent	
		State	Federal	State	Federal	State	Federal
1944-45	718,146	\$ 50,088,131.06	\$ 55.34	\$ 4.71	\$ 10.19	70.24	78.8
1945-46	718,944	56,970,455.22	63.03	5.11	11.10	73.24	79.5
1946-47	734,327	70,175,117.83	73.11	9.02	13.43	95.56	9.4
1947-48	751,018	84,255,968.89	83.57	12.01	16.61	112.19	74.5
1948-49	769,405	99,637,550.17	95.79	14.16	19.55	129.50	74.0
1949-50	797,691	113,272,495.83	106.56	15.11	20.33	142.00	10.7
1950-51	816,036	125,034,019.06	116.76	14.00	22.46	158.22	76.2
1951-52	816,106	138,742,558.60	133.64	12.02	24.35	170.01	7.1
1952-53	829,720	145,382,090.48	139.33	9.61	26.28	175.22	79.5
1953-54	874,165	148,384,943.62	185.38	7.52	26.84	169.72	79.8
1954-55	904,029	155,077,268.28	136.06	7.80	27.68	171.54	73.3
1955-56	927,099	162,512,909.08	138.37	7.40	29.72	175.29	78.8
1956-57	943,343	165,975,668.75	139.88	8.01	31.24	179.13	77.8
1957-58	960,311	195,242,979.00	160.85	8.88	35.72	205.45	78.3
1958-59	991,475	204,628,440.26	160.02	9.58	36.84	206.39	77.5
1959-60	1,003,465	219,533,220.35	169.76	9.54	39.47	218.77	77.5
1960-61	1,024,943	233,731,228.10	175.37	9.82	42.85	225.04	76.9
1961-62	1,036,684	285,506,355.74	219.68	10.37	45.29	275.34	79.8
1962-63	1,058,183	293,767,127.44	217.62	11.61	48.39	277.62	78.4

* ADA—Average Daily Attendance.

II. EXPENDITURES FOR CURRENT EXPENSE, 1962-63

Unit	ADA	Total Expended	Per Pupil Expenditure by Source		Percent of Total	
			State	Federal	State	Federal
Alamance	11,428	3,159,070.13	220.88	9.79	45.76	276.43
Burlington	8,729	2,770,762.03	221.03	17.05	80.34	317.42
Alexander	3,678	903,885.50	221.96	7.64	16.16	245.76
Alleghany	1,692	485,013.57	251.46	9.96	25.23	286.65
Anson	3,543	1,049,091.76	246.56	9.64	39.90	296.10
Morven	986	262,051.74	237.81	7.52	34.64	279.97
Wadesboro	2,093	540,700.95	206.48	8.00	43.86	258.34
Ash	4,807	1,228,080.67	226.00	10.42	19.05	255.47
Avery	2,980	846,667.30	250.72	10.37	23.03	284.12
Beaufort	4,810	1,461,977.79	254.25	9.71	39.96	303.95
Bertie	4,156	1,074,854.23	220.60	7.49	49.42	258.51
Bladen	6,440	1,654,043.32	220.54	8.41	27.89	256.74
Brunswick	8,022	2,141,911.95	221.77	9.42	35.82	267.01
Buncombe	5,225	1,347,950.00	224.94	9.22	23.82	257.98
Asheville	17,722	4,692,006.62	220.10	10.33	34.32	244.75
Burke	9,397	2,965,685.59	230.78	16.61	68.21	315.60
Glen Alpine	1,579	1,908,618.49	210.62	8.66	32.55	251.83
Morganton	7,583	346,307.08	216.03	15.98	19.30	251.31
Cabarrus	7,307	1,865,890.63	218.55	10.61	26.20	255.36
Concord	4,021	1,035,752.82	206.59	9.08	41.91	257.58
Kannapolis	5,380	1,218,060.32	196.25	9.00	21.16	226.41
Caldwell	9,311	2,312,621.18	208.07	7.65	19.59	235.71
Lenoir	2,441	699,976.47	216.78	8.21	61.77	286.76
Camden	1,334	398,170.20	243.66	9.58	41.49	294.73

Marion	2,953	695,627.42	201.37	8.51	25.40	236.28	86.6	3.6
Charlotte-Meck'burg	62,663	20,828,404.31	206.60	7.91	117.87	332.38	62.1	35.5
Mitchell	3,112	819,347.45	234.94	8.75	19.60	263.29	89.2	3.3
Montgomery	4,629	1,289,278.39	220.51	11.87	46.14	278.52	79.2	4.3
Moore	6,484	1,816,195.34	232.57	11.64	35.90	280.11	83.0	4.2
Pinehurst	728	201,030.63	210.95	7.67	57.51	276.13	76.4	2.8
Southern Pines	1,632	480,983.74	201.42	15.97	77.53	294.72	68.3	5.4
Nash	11,691	2,961,654.77	216.79	10.10	26.44	253.33	86.6	4.0
Rocky Mount	6,798	2,052,558.85	210.64	4.62	90.73	301.99	69.8	2.0
New Hanover	16,147	4,871,328.35	212.18	11.34	59.59	283.11	74.9	4.0
Northampton	6,904	1,801,611.58	220.76	8.52	31.66	260.94	84.6	3.3
Onslow	11,245	2,895,201.72	200.93	42.57	13.97	257.47	78.1	16.5
Ora	4,215	1,189,233.69	222.51	9.64	46.99	282.14	79.9	3.4
Chapel Hill	3,814	1,061,019.39	196.14	8.57	73.48	278.19	70.5	3.1
Pamlico	2,481	691,232.62	230.65	27.80	20.16	278.61	82.8	10.0
Pasquotank	2,255	625,265.98	229.54	23.82	29.01	282.87	81.3	8.4
Elizabeth City	3,255	960,397.17	204.99	25.61	35.54	270.14	75.9	9.5
Pender	4,888	1,324,111.12	226.34	15.87	38.68	270.89	83.5	5.9
Perquimans	2,303	623,443.10	227.78	10.92	32.01	270.71	84.2	4.0
Person	6,507	1,699,192.75	220.69	6.90	33.45	261.14	84.5	2.7
Pitt	12,444	3,253,857.61	224.41	6.15	30.92	261.48	85.8	2.4
Greenville	5,360	1,332,401.54	220.14	7.58	41.33	249.05	80.4	3.0
Polk	1,702	561,727.14	261.80	8.38	40.51	310.69	84.3	2.7
Tryon	792	245,245.17	240.64	6.56	62.45	309.65	77.7	2.1
Randolph	9,586	2,393,600.30	209.35	11.58	28.77	249.70	83.9	4.6
Asheboro	4,542	1,405,387.33	211.52	16.85	81.06	309.43	68.4	5.4
Richmond	4,166	1,126,353.69	227.39	6.84	36.14	270.37	84.1	2.5
Hamlet	2,978	755,350.54	206.71	8.40	38.53	253.64	81.5	3.8
Rockingham	2,999	734,361.00	199.84	8.04	36.99	244.87	81.6	3.3
Robeson	13,302	3,395,212.39	226.42	6.45	22.59	255.46	86.6	2.5
Fairmont	2,041	496,696.54	208.78	7.01	27.58	243.37	85.8	2.9
Lumberton	4,177	1,003,729.44	198.27	7.04	34.99	240.30	82.5	2.9
Maxton	1,157	283,172.53	204.72	8.34	31.54	253.90	87.5	3.5
Red Springs	1,599	408,000.80	204.42	17.94	31.54	253.90	87.5	3.5
Saint Pauls	1,831	424,933.37	203.23	11.02	18.39	234.64	87.6	4.7
Rockingham	4,328	1,369,847.90	222.41	8.83	26.63	277.97	87.2	3.2
Leaksville	4,374	1,365,698.37	222.41	10.07	79.75	312.23	71.2	3.2
Nadson	2,248	605,137.07	216.01	9.52	32.74	258.27	83.6	3.7
Reidsville	4,279	1,168,384.66	205.63	8.31	59.11	273.05	75.3	3.0
Rowan	12,917	3,271,153.73	219.57	32.22	261.45	84.0	8.7	12.3
Salisbury	4,039	1,221,336.78	219.01	7.09	78.36	302.62	71.8	2.3
Rutherford	10,300	2,695,340.52	228.06	8.29	25.33	261.88	87.1	3.2
Sampson	9,208	2,530,911.95	239.78	7.11	27.96	274.85	87.2	2.6
Clinton	3,100	827,987.14	212.10	12.38	42.61	267.09	79.4	4.6
Scotland	3,557	998,885.72	242.95	9.16	25.71	280.82	85.5	3.3
Laurinburg	3,634	949,871.45	211.93	10.56	38.90	261.30	81.1	4.0
Stanly	6,356	1,673,636.17	220.75	8.72	33.38	262.85	84.0	3.3
Albemarle	2,998	1,853,620.61	208.78	12.21	65.41	286.40	72.9	4.3
Stokes	5,005	1,343,760.22	233.33	9.88	28.17	268.48	85.6	3.7
Surry	6,966	1,899,298.47	219.10	10.06	29.25	272.64	86.3	10.7
Elkin	1,257	369,361.65	210.65	8.75	63.68	291.53	75.2	3.0
Mount Airy	3,069	807,749.65	210.65	9.79	42.76	263.20	80.0	3.7
Swain	1,939	543,487.32	240.72	29.70	9.87	280.29	85.9	10.6
Transylvania	3,886	1,050,370.88	218.96	9.92	44.94	273.82	80.0	3.6
Tyrrell	1,090	316,736.11	247.01	8.71	34.87	290.59	85.0	8.0
Union	7,562	2,109,924.61	235.46	12.76	30.80	279.02	84.4	4.6
Monroe	2,887	752,729.38	207.52	8.66	44.55	260.73	79.6	3.3
Vance	3,419	955,533.75	231.72	6.50	41.25	279.47	82.9	2.8
Henderson	4,632	1,163,483.14	200.04	6.94	41.52	248.50	80.5	2.8
Wake	19,958	5,551,398.57	217.73	8.80	51.62	278.16	78.3	3.2
Raleigh	17,100	4,626,398.27	196.55	6.69	63.32	270.56	72.3	2.5
Warren	5,467	1,406,445.56	227.69	7.91	26.56	267.56	86.6	3.1
Washington	3,686	927,719.37	217.55	10.38	27.22	255.15	85.8	4.1
Wayata	1,343	1,035,590.71	243.26	10.12	30.67	285.05	85.7	8.6
Wayne	11,141	2,913,767.84	212.52	44.97	4.04	261.63	81.3	17.2
Fremont	523	136,976.26	214.59	8.02	39.29	261.90	81.9	15.0
Goldsboro	7,654	2,109,933.75	209.94	18.68	47.05	275.67	76.2	6.8
Wilkes	8,862	2,131,859.56	214.45	6.0	25.51	245.53	89.1	3.3
N. Wilkesboro	1,853	454,970.13	204.82	6.68	34.03	240.58	84.4	2.7
Wilson	4,906	1,496,376.27	270.47	15.33	19.20	305.00	88.7	5.0
Elm City	1,566	409,636.57	214.31	5.94	36.86	257.11	88.4	2.8
Wilson	5,147	2,093,947.73	212.36	7.96	59.78	288.10	75.8	2.8
Yadkin	5,147	1,354,487.38	223.28	10.38	23.55	268.16	87.1	3.9
Yancey	8,445	863,726.57	231.28	7.24	12.20	250.32	92.2	4.9
State	1,058,183	293,767,127.44	217.62	11.61	48.39	277.62	78.4	4.2
Counties	731,676	200,282,654.80	229.46	12.21	40.26	273.73	80.8	4.5
Cities	326,507	93,484,472.64	209.16	10.26	66.60	286.82	78.2	3.6

In-Service Television Series Features Methods of Teaching Foreign Languages

Just completed but available for future use, a series of five in-service television programs in modern foreign languages was aimed at assisting language teachers throughout North Carolina in upgrading their instruction. Each program was taped in order that any single program or the entire series might be used again as desired, especially after relay stations are completed in various parts of the State.

Responsible for planning and executing these programs were Mrs. Tora Ladu, supervisor of foreign languages in the State Department of Public Instruction, along with Mrs. Lee Sparkman and Virgil Miller, consultants in foreign languages. "No undertaking of this division has been more carefully planned," according to Mrs. Ladu, "than this particular series. There is every reason to believe that many teachers throughout the State appreciated and profited from these five telecasts and that many more will do so."

Objectives of the five programs, according to Mrs. Ladu and her associates, were:

- To help teachers of modern foreign languages to gain a clearer understanding of the new goals and needs of language study
- To present the most effective means of achieving these goals through actual demonstration and discussion of methods
- To stimulate teachers to devise ways in which electro-mechanical aids may be adapted to effective classroom teaching.
- To give practical exercises for the improvement of the teacher's pronunciation in French or Spanish.

Topics considered in the series included the following: "Philosophy and psychology of foreign language instruction"; "Methods of teaching and testing, including the use of electronic aids" (two programs); and "Pronunciation" (two programs).

Prior to the initial program, preparation materials were distributed to all modern language teach-

ers in the State. These included a paper entitled, "Current Methods in Foreign Language Teaching," "Suggested Readings for the Series," "An Outline of the Audiolingual Lesson," "Suggestions for Post-Program Discussions," plus a bibliography. In addition, a 61-item pre-test was sent to each modern foreign language teacher to be completed and returned to the State Department. Interpretation of the results of this test plus that of a comparable test given at the conclusion of the series will enable Mrs. Ladu, Mrs. Sparkman, and Virgil Miller in determining the value of the five programs and in planning more effective programs for the future.

In commenting on the series, George Hall, director of WUNC-TV, declared that "programs of such distinction and quality will surely create a great impact on foreign language teachers in the State. Each telecast was based on considerable research and was presented in a lively, interesting manner, with many useful and attractive visuals. Fortunately, since these excellent programs were taped, they can be used over and over again."

Teacher-Principal Teams To Join in NCC Seminar

"Lifting the Level of Academic Achievement of the Culturally Deprived Learner" is the theme of a special seminar to be held at North Carolina College in Durham from June 15 through July 3.

NCC Graduate School Dean W. H. Brown said that school administrators have been invited to nominate two teachers and a principal from a single school in their systems to take part in the program. Full-expense scholarships for several teams of teachers and principals have been provided by the Southern Education Foundation.

The teams will make plans for a systematic attack on selected problems in their schools beginning next September, Dean Brown said.

School Law Conference

The Eleventh School Law Conference will be held at Duke University June 16-17, it has been announced by Dr. E. C. Bolmeier, professor of education at Duke, who is in charge of arrangements for the meeting.

Several nationally-known authorities on school law will discuss a wide range of issues, including judicial reasoning in recent important cases; how to reduce litigation; Federal support to nonpublic schools; legal ramifications of student counseling; and legal, illegal and extralegal controls over teacher education.

Appalachian College Dean Dr. D. J. Whitener Dies

Dr. D. J. Whitener, Dean of Appalachian State Teachers College since 1955, died of a heart attack at his home in Boone on March 23, just a few hours after returning from Raleigh, where he attended the N. C. Education Association Convention.

He had been a member of the Appalachian faculty for 32 years and was to have retired as dean at the close of the academic year.

A native of Catawba County, he attended old Catawba College at Newton. He received his Ph.D. in history from the University of North Carolina. After several years as a high school principal in Catawba County, he became acting head of the History Department of Lenoir Rhyne College in 1928, and the following year was named a teaching fellow at the University in Chapel Hill.

Dr. Whitener had been a member of the executive board of the North Carolina Department of Archives and History since 1959. He was a past president of the Western North Carolina Historical Association and the North Carolina Historical Association and was in international counselor and a past district governor of Lions International.

He is survived by his wife, the former Annie Laurie Choate of Sparta; two sons, and two grandchildren.

Elected College Trustees

Dr. Charles F. Carroll of Raleigh, State Superintendent of Public Instruction, and Delos S. Hedgecock, High Point lumber firm executive and hotel owner, were named members of the High Point College Board of Trustees at the Board's annual meeting.

Announcement of their election to the Board was made by Dr. Wendell M. Patton, college president, on March 10.

Dr. Carroll was superintendent of High Point's schools at the time he was appointed State Superintendent by Governor W. Kerr Scott on the death of Dr. Clyde A. Erwin in 1952.

Teacher Honored for Work With Visually Handicapped

Mrs. Edna Cozzen Revels, a teacher in the Winston-Salem public schools, was named national "Teacher of the Year for Partially Seeing Children" by the National Society for the Prevention of Blindness on April 9, as winner of the society's fifth annual Winifred Hathaway Award. The award was announced in New York City by Enos Curtin, president of the society.

Mrs. Revels was to be honored on May 7 during the 1964 annual conference of the NSPB at Miami Beach, Fla.

The award was established in 1959 in honor of the late Mrs. Hathaway, an associate director of the society, who pioneered in establishing educational services for partially seeing children and who wrote the first textbook on education of such children.

Mrs. Revels, a member of the faculty of Winston-Salem's 14th Street School, has been an instructor of the partially seeing for 18 of her 25 years as a teacher. Pupils in grades one through six are included in her program. A graduate of Brooklyn College, she received her M.A. degree from Columbia University and has done additional graduate work at City College of New York.

Summer Institutes for Teachers Scheduled

Eighteen colleges and universities in North Carolina are planning special summer institute programs for teachers in cooperation with the State Department of Public Instruction's In-Service Teacher Education Program. It would be possible for 1,000 teachers or more to participate in the institutes.

Dr. James Valsame, State supervisor of in-service teacher education, in announcing the program, said that 16 institutions will provide selected courses in social studies and humanities. These are: Appalachian State Teachers College, Davidson College, East Carolina College, Fayetteville State College, Methodist College, North Carolina College, North Carolina State, North Carolina Wesleyan College, Pembroke College, Pfeiffer College, St. Andrews Presbyterian College, the University of North Carolina at Chapel Hill, Wake Forest College, and Western Carolina College.

Special institutes will be held at six institutions, Dr. Valsame said. These include institutes in humanities and earth science at A & T College, Greensboro; in English and earth science at Duke University; in art, geography, music, political science and sociology at East Carolina College; in music at Lenoir Rhyne College, in art at UNC, Chapel Hill; and in Asian Geography (a television course over WUNC TV) offered by UNC at Greensboro.

Public school teachers under contract for 1964-65 are eligible to participate in the institutes, with tuition costs paid by the State. Selection of participants will be by the sponsoring institution on the basis of its admission requirements, with priority given to teachers who have not attended college in recent years.

All the institute courses carry college credit, and certain courses may meet individual certificate renewal requirements, Dr. Valsame said.

In a letter to school administrators, he pointed out that college credit earned this year can be used by many teachers to renew certificates beyond 1970. It is only the non-college and travel credit which

must be earned after 1965 for second and subsequent certificate renewals beyond the 1970 deadline. For example, a teacher whose certificate was to expire in 1968 could earn six semester hours of appropriate college credit this summer and extend the certificate to 1973.

Complete listings and descriptions of courses at the various institutions may be obtained from the institute directors or the summer school catalogues of the sponsoring institutions, Dr. Valsame said.

Study Indicates Reading Program Sound, Adequate

The basal reading series program of instruction used in North Carolina's public elementary schools is sound and adequately develops students' word recognition skills, including phonics.

This is one of the main implications of a study of a random sample of 1,711 fourth-grade students in North Carolina public schools carried out by Ben Hall Hackney, State supervisor of non-public schools, State Department of Public Instruction.

Scores of the North Carolina fourth grades in the test group did not differ significantly from the published fourth grade score norms for the Doren Diagnostic Reading Test of Word Recognition Skills, Hackney found. The performance level of the students on the phonics test was particularly significant, Hackney said, in view of criticism of the basal reading series from that standpoint.

In the study, the basis of Hackney's doctoral dissertation at the University of North Carolina under the direction of Prof. Carl Fraser Brown, it was also found that there was a definite correlation between the degree of specific word recognition skills and the level of reading achievement, as shown by the students' scores on the California Reading Test. Apparently, Hackney concluded, each of the 11 word recognition skills contributes to reading achievement.

Number of Teacher Graduates Trained in State To Increase Appreciably This Year, Study Shows

North Carolina's colleges and universities will graduate 18 percent more newly-qualified teachers this year than last—5,198 as compared with 4,391—but the number of such graduates continues to lag behind the demand for teachers, according to a statistical report published in March by the Division of Professional Services of the State Department of Public Instruction.

The report, prepared under the supervision of Dr. J. P. Freeman, director of the Division of Professional Services, is based on a survey conducted by Dr. Jerry Hall, State supervisor of teacher education, and on data provided by the Statistical Services Section of the Department.

Dr. Freeman said the annual production of teachers by colleges in the State is expected to reach 8,000 within the next five to eight years. He called attention to several significant findings emerging from the survey:

- The 1964 supply of teachers is expected to be 1,764 in the elementary area and 3,434 at the secondary level. This indicates a supply increase of 148 elementary teachers or 9.16 percent and 659 secondary teachers or 23.75 per cent over the previous year.

- The production ratio of elementary and secondary teachers remains out of balance: one elementary teacher for each 1.64 needed and 1.55 secondary teachers for each one needed.

- Of the 1962-63 new supply of 4,391 teachers, 2,265 or 51.58 percent were employed in North Carolina schools at the beginning of the 1963-64 school year. This is the second consecutive year that this ratio has been above 50 percent.

- The percentage of teaching positions filled in 1963-64 by out-of-State teachers was 17.18 percent, or an increase of 2.8 percent over the previous year.

- The relationship of teacher production in public and private colleges in the State remains fairly constant, with the public colleges producing approximately 65 percent and the private institutions

approximately 35 percent of the total supply.

- North Carolina's more than 45,000 professional school employees are among the best prepared professional groups in the nation. Including all personnel, approximately 97 percent have the bachelor's degree or better.

Washington Citizens Group Urges School Construction

School facilities needed in Washington and Beaufort County would cost more than \$2,000,000, the city and county boards of education estimated at a joint meeting held in mid-March in the wake of demands by a PTA-sponsored citizens' committee for action to relieve the classroom shortage.

The citizens' committee circulated a petition to be presented to the Beaufort County Board of Commissioners. Following the joint meeting of the boards of education, the county commissioners discussed the question of calling a school bond election.

W. F. Veasey, county superintendent of schools, told the commissioners that the County Board of Education favored the calling of a \$900,000 bond voted at the same time as the State school bond election later this year. City board members, on the other hand, expressed the view that the State-wide bond election should precede the local referendum.

Superintendent Veasey suggested that the school boards and the commissioners hold a joint meeting. He praised the commissioners for allocating more than \$1,000,000 for school construction during the last 10 years.

Charles Hoyt Jr., president of the Washington PTA, said the citizens' committee had launched its drive because the classroom situation had reached a point of being "intolerable." He cited examples of substandard rooms, noting that two of the rooms had several times been pronounced unfit for use by grand juries.

Raleigh To Take Part In Experimental Program

The Raleigh City School unit is one of 15 school systems in the nation selected to take part in an experimental program in earth science instruction sponsored by the American Geological Institute and financed by the National Science Foundation. Five Raleigh teachers will take part in the program, which is aimed at developing an earth science curriculum for secondary schools, particularly the ninth grade.

TV Series Aims at Teaching Adults How to Read, Write

The pilot presentation in North Carolina of "Operation Alphabet," a 20-week educational television series for adults, was initiated March 2 by WITN, Washington, (Channel 7), in cooperation with the Lenoir County Industrial Education Center. Programs are broadcast every weekday morning from 6:00 to 6:30 a.m.

Designed to teach functionally illiterate adults how to read and write, the TV Series was developed over a period of two years by the Philadelphia Public Schools. It is now being broadcast over about 100 other TV stations throughout the United States.

Plans are being made to arrange for broadcast of the series by other North Carolina television stations, said Samuel Geek, coordinator for instructional programs in the Division of Vocational-Technician Programs of the Department of Community Colleges. "Operation Alphabet" has been endorsed by the National Association of Public School Adult Education and by the General Federation of Woman's Clubs, Geek said.

Arrangements for the broadcast over Channel 7 and for distribution of study books for the course were worked out by Daniel C. Wise, director of the Lenoir County IE Center.

An adult who conscientiously follows the TV series through the 100 lessons, practicing with the study book, should develop basic reading and writing ability to the third grade level, Wise said.

Group Advises Changes In Food Service Program

A number of fundamental changes in the administration of the State's school food services were recommended to the State Board of Education in April by a study committee named by the Board last November.

The recommendations are contained in the report of the 22-member Committee for the Study and Evaluation of School Food Services, composed of school superintendents, principals, city and county school lunch supervisors, city and county board of education members, and State PTA representatives. E. Lawson Brown, superintendent of Davidson County Schools was general chairman of the group.

One of the primary recommendations, which the committee said the Board of Education could put into effect at its May meeting, is that the School Lunch Section, now under the Division of Vocational Education of the State Department of Public Instruction be set up as a separate entity, with a State director responsible to the State Superintendent of Public Instruction.

The committee further recommended that the following changes be made in pertinent laws and regulations:

- That references to school lunchrooms be changed to "school food service" and that this be considered to encompass all food purchases, sales or service in the schools during the school day.

- That school food service be considered a necessary and required function in every school, and that to this effect, the pertinent statute (G. S. 115-51) be amended to permit expenditure of State appropriations for public schools to operate school cafeterias and food services; and that provision thereafter be made in the State Nine Months School Funds for services and personnel for school food service programs.

- That pertinent laws be rewritten or amended to clarify the responsibilities and authority of superintendents and principals in the expenditure of funds involved in school food service.

Other recommendations included in the report call for State certification of school lunchroom managers and cooks; appointment and certification of school food service supervisors for each administrative unit; employment of a State specialist in food service facilities to assist in planning such facilities; and specific provisions for financing school food service programs.

Many Peace Corps Veterans Would Continue in Teaching

How Peace Corps veterans might fit into regular and special public educational programs was the topic of two recent conferences involving Peace Corps officials and North Carolina educational leaders.

Dr. J. P. Freeman, director of the Division of Professional Services in the State Department of Public Instruction, took part in a conference at Washington in February on the problems of Peace Corps veterans' meeting requirements for certification as teachers.

At that meeting, Dr. Freeman, regional vice president of the National Association of State Directors of Teacher Education and Certification, and other NASDTEC officers, heard Peace Corps officials explain the training and overseas teaching assignments of the Corps volunteers. The educators will use the findings of this conference as a basis for possible resolutions to be presented at the Association's National Convention in mid-June at Louisville, Ky.

More than half the 7,000 Peace Corps volunteers working in 46 countries have been and are engaged in teaching a wide range of subjects in responsible and creative situations from the primary through the university level, the educators were told.

In early April, Glen Ferguson, associate director of the Peace Corps and former head of the Corps' Thailand project, visited Raleigh to confer with John Ehle, Governor Sanford's aide in charge of cultural and educational projects.

Field Auditor Retires

Otis R. Lee, field auditor with the School Lunch staff of the State Department of Public Instruction since early in 1947, retired on February 1 due to ill health.

Lee, whose duties as field auditor took him across the State, resides at 505 Grimmersburg St., Farmville.

Prior to joining the School Lunch staff, he was a personnel interviewer and counselor with the U. S. Labor Department at Henderson and Greensboro. Before that, he was assistant postmaster at Mount Olive for 19 years.

UNESCO Activities Shown In New Pictorial Brochure

UNESCO, the United Nations Educational, Scientific and Cultural Organization, calls the attention of teachers to a new 35-page illustrated brochure titled "The American Interest in UNESCO." This publication describes the activities of the organization in education, mass communications, science, and culture. It is for sale through the Superintendent of Documents, Washington, D.C., 20402. Price is 30 cents and catalog number is S5.48:AM3/2.

Chapters are "UNESCO and the U.N. Decade of Development," "UNESCO and the Advancement of Knowledge of the Arts," "UNESCO and Scientific Cooperation," and "UNESCO and the American People." An announcement issued by the U.S. National Commission for UNESCO says, "The publication is meant for the teacher, the student, the discussion group leader, and the interested citizen who wants a succinct and easily-readable account of UNESCO and United States participation in that organization." The announcement adds, "Field activities, in which scores of Americans participate, are described as much as possible in terms of personal experiences" of the Americans involved. The photographs show scores of overseas scenes of industrial, educational, artistic, social, and educational activities, printed in black and white, with accompanying text.

Report Shows Rapid Growth of Public School Special Education Program in North Carolina

In 15 years, the number of students taking part in Special Education programs under the State Department of Public Instruction has increased almost 16 times—from 2,161 in 1949-50 to 34,378 in the current school year—and there are now 925 teachers and therapists working in these programs, as compared with a total of 54 in 1949-50.

These figures, contained in a statistical report prepared by the Special Education Staff under the supervision of Felix Barker, indicate remarkable growth and progress of these programs for the mentally retarded and handicapped. Underwriting this growth, the 1963 session of the General Assembly appropriated funds for 100 additional special education teachers for each year of the current biennium.

The most spectacular growth has been in the program for the speech handicapped and hard of hearing, Barker pointed out. The number of students served by this program has increased more than 27 times—from 854 to 23,500, during the 15-year period. At present, 188 speech therapists are working in this area, supplementing regular classroom teachers.

In the program for the visually handicapped, 72 students are enrolled in special classes with 6 teachers, and a total of 309 students are being supplied with special editions of textbooks in large type or Braille; of this number, 145 are legally blind.

In the current school year, there are 9,345 students in the program for the educable mentally retarded, with 623 teachers; 1,165 students in the program for the trainable mentally retarded, with 92 teachers, and 196 students in the program for the crippled or otherwise physically handicapped, with 16 teachers, the report states.

Of the total 925 special education teachers, 850 are paid from State funds (including 92 from the training program), 15 are paid under the 1 for 15 provision, and 60 are

locally paid, according to the report.

During the past 12 years the number of professional persons employed on the Special Education staff has increased from one to nine, and there are now four secretaries in the State staff office. Four vacancies for psychologists and one for a special education consultant remain to be filled, and two more clerical workers are needed, Barker said.

UAR Education Planner Visits Tar Heel Schools

Hasan Muhammad Mustafa, chief planning officer for public education in the United Arab Republic, visited the State Department of Public Instruction in Raleigh and observed public schools in operation in two other North Carolina cities from April 8 to 12.

As assistant secretary for planning in the Ministry of Education at Cairo, Mustafa is currently engaged in formulating plans to meet the needs of public education in his country during the next five years, with special attention to the expansion of school facilities.

His visit to North Carolina was part of an observation tour in this country during most of March and April. Prior to his arrival here, he had visited Indiana University, Michigan State University and that state's Department of Public Instruction, attended the National Community School Clinic at Flint, Mich., visited the University of Wisconsin, and toured junior colleges and high schools in the Los Angeles and San Francisco areas.

In Raleigh, he was briefed on various aspects of school administration by State Department of Public Instruction officials, then visited several schools and the technical institute at Wilson and a number of schools at Greensboro, with Samuel Geek of the Department of Community Colleges as his guide. Following his visit here, he wound up his tour with brief visits at Washington and New York City.

Wake's First Career Week Program Proves Success

Wake County's first Career Week program, sponsored by the Raleigh Junior Chamber of Commerce in cooperation with the Raleigh and Wake County school systems, drew a total attendance of about 4,000, despite unfavorable weather, according to Parley King, chairman of the Career Week Committee.

Results of a survey of school administrators and a broad sample of students and others attending the event, held at Raleigh's Memorial Auditorium the first week in April, indicated enthusiastic response, King said. The project, which featured booths set up by employers and organizations to present career opportunities, was patterned after a highly successful project conducted at Winston-Salem the past two years.

New Budget to Emphasize Education, Governor Says

Governor Terry Sanford pledged in a speech to teachers in Davidson County on April 8 that his administration will prepare a budget for the 1965-67 biennium which will continue the priority accorded education in the current biennial budget.

It was in response to a mandate of the people, the Governor told the group attending the Davidson County NCEA Banquet, that his administration has emphasized improvement of the school system. Under the State's system of budget preparation, he noted, the outgoing Governor prepares the budget for the first two years of his successor's term of office. Terming this a "sound procedure," Governor Sanford declared that the new Governor, "whoever he may be, will be presented with a budget which carries out this mandate of the people."

"If this new Governor doesn't believe in improving the opportunities of our children, then he will have to ask the Legislature to take these items out of the budget," Sanford concluded.

Professional Players Present 60 Performances Of 'World of Carl Sandburg' to High Schoolers

On March 9, the Vagabond Players of Flat Rock, N. C. embarked on a spring tour during which they were to present 60 performances of *The World of Carl Sandburg* to North Carolina high school audiences.

This venture, sponsored by the State Board of Education, is being coordinated by Mrs. Joan P. Newman, State Supervisor of English in the Department of Public Instruction.

The second such cultural project in the schools this year, it is designed to give students acquaintance with outstanding dramatic and literary works in performance. During January and February, student audiences witnessed performances of excerpts from three Shakespearean plays by a professional dramatic company, from New York, Theater in Education, Inc.

The World of Carl Sandburg, written by Norman Corwin, toured the United States for a year with Bette Davis and Gary Merrill as principal performers, then enjoyed a Broadway run with Miss Davis and Leif Erickson. The program in-

cludes excerpts from Sandburg's poems, stories, and collection of folk songs.

North Carolina's oldest Equity professional acting company, the Vagabonds have operated since 1952 in the Flat Rock Playhouse near Hendersonville, conducting summer stock and dramatics programs for apprentices and children. The Vagabonds have performed in schools under local sponsorship in Western North Carolina and have toured in 10 Southeastern States.

Robroy Farquhar, managing director and founder of the Vagabonds, is directing the production. For the past 15 years, he has directed the Brevard Little Theatre. The cast includes such veteran players as Alan Sader, Gordon Elliott, Marcellee Baldwin, Gil Rogers, and Ann Driscoll. All have worked either in Broadway productions, television presentations, stock theater, or movies.

Total cost of the presentation will be \$13,000, of which the State is putting up \$8,000, with the remainder coming from private donations.

Two Institutes to Offer Data Processing Programs

Two of North Carolina's technical institutes, those at Asheville and Burlington, are among six such institutions in the nation selected by the Technical Education Branch of the U. S. Office of Education to present institutes in data processing teacher education this summer.

The purpose of the institutes is to assist selected teachers in developing the knowledge and skills needed for teaching specialized courses in a two-year preparatory curriculum in business electronic data processing under Title VIII of the National Defense Education Act.

The Asheville Technical Institute will offer the first year program and the Burlington Institute the second year program, planned primarily for teachers who completed the first year program last summer. Both institutes will be held June 22-August 14. Thomas W. Simpson will direct the Asheville program, William E. Taylor the Burlington institute.

Raleigh Schools to Have 'Composer-in-Residence'

Raleigh's public schools will have a "composer-in-residence" during the 1964-65 school year, and a young North Carolina composer will have a similar post in the Newton, Mass., schools, under a program of the Music Educators' National Conference. David W. Maves, 27, of Eugene, Ore., will be Raleigh's visiting composer, and Charles Fussell, 26, of Winston-Salem, will go to the Massachusetts city.

Under the program, the composers, whose ages range from 26 to 34, will compose music for performance by the orchestras, bands, choruses and other musical organizations in the school systems to which they are attached. Each composer will receive a \$5,000 stipend plus allowances, and each participating school system will receive a grant of \$650 toward expenses.

54,000 More City Pupils To Get School Bus Rides

More than 54,000 city public school pupils in North Carolina residing 1½ miles or more from the schools in which they are enrolled will be entitled to free bus transportation to and from school after July 1, 1965, under legislation enacted by the General Assembly in 1963. This information is contained in a special cost estimate prepared by the Transportation Division of the State Board of Education Controller's Office.

The cost estimate, prepared under the supervision of C. C. Brown, director of the Transportation Division, is based on the average per pupil cost of transportation operation for the 1962-63 school year: \$13.00. At this rate, the cost of bus operation to provide transportation for the estimated 54,429 such pupils in 1965-66 would be \$707,577; for the estimated 56,606 such pupils in 1966-67, the total cost would be \$735,878. This would amount to a total transportation operation cost

of \$1,443,455 for the biennium.

(During the 1962-63 school year, the total average number of North Carolina public school pupils transported daily by bus was 575,516, which was 54.2 percent of the 1,058,183 average daily attendance.)

In line with these estimates, the number of additional buses needed for the 1965-66 school year would be 541, and for the following year, 21, making a total of 562 additional buses needed during the biennium. Based on the present contract price for a 54-passenger school bus, the amount needed by the city school boards to purchase the additional buses would be \$2,253,620, the Transportation Division's report states.

If the 1965 Legislature does not provide funds to pay the cost of this service, Brown pointed out, the allotment of transportation funds to administrative units will simply have to be spread thinner than the allotment on the present basis.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

S. G. Chapbell, superintendent of Wilson city schools, has accepted a position with Wingate Junior College.

Joseph H. Wishon, superintendent of Morven city administrative unit, has been elected to head the Fairmont city unit.

Ten Years Ago, 1954

Dr. Charles F. Carroll, State Superintendent of Public Instruction, was the featured speaker at exercises held in the National Shrine at Valley Forge on Sunday, March 21.

Dean B. Pruette, superintendent of High Point city administrative unit, recently was awarded the doctor of education degree (Ed.D.) from Teachers College, Columbia University.

Fifteen Years Ago, 1949

Superintendent R. M. Wilson of the Rocky Mount City Administrative Unit died suddenly April 1 following a heart attack.

New superintendents elected: D. N. Hix, Granville County; J. J. Lentz, Lee County; H. H. Bullock, Lenoir County; Elmer H. Garinger, Charlotte; D. S. Johnson, Rocky Mount; James W. Gantt, Polk County; and Dan S. Davis, Union County.

Twenty Years Ago, 1944

Post war education will be the theme of the annual conference on curriculum improvement to be held at Peabody College on July 25 and 26, 1944.

A total of 8,658 professional visits were made to 6,679 homes by city school teachers during the fall and winter semester, Supt. B. L. Smith announced today (April 6).

Twenty-five Years Ago, 1939

The General Assembly of 1939 increased the appropriation for the operation of the eight months school term over the amount appropriated in 1937, as follows:

1939	First Year	Second Year
8 mos.	\$25,941,313	\$27,000,000
Voc. Ed.	325,000	350,000
Adult Ed.	30,000	30,000
Textbooks	200,000	200,000
Total	\$26,496,313	\$27,580,000

State ACE Group Urges Public Kindergarten Laws

The North Carolina Association for Childhood Education had added its voice to those of the N. C. Education Association and the N. C. Congress of Parents and Teachers in support of proposed legislation providing for State-supported kindergartens.

Proposals backed by the child education group at its spring meeting at East Carolina College call for appropriation of \$800,000 by the 1965 General Assembly for a pilot kindergarten project to be conducted during the next biennium; legislation setting up minimal standards for kindergartens; and amendment of State laws to make clear the legal right of boards of education to use local tax funds for public school kindergarten programs.

NEA Group Lauds Governor's Work on Dropout Problem

North Carolina's Governor, New York City's mayor, and a Chicago department store president, were cited by a national group in March for their efforts to alleviate the high school dropout problem and to offer a second chance to dropouts.

Governor Terry Sanford, Mayor Robert Wagner and C. Virgil Martin, president of Carson Pirie Scott Department Store, are the first recipients of the citations, to be presented annually by the Dropout Project of the National Education Association.

Governor Sanford's citation, said Daniel Schreiber, director of the Dropout Project, is in recognition of those phases of his "Quality Education" program aimed at cutting the dropout rate and providing training for dropouts.

"All three men," Schreiber declared, "have shown that they have in abundance a primary ingredient of success—imagination. And imaginative solutions to our educational problems are what we need today. His group inaugurated the annual awards 'to recognize and stimulate this imaginative thinking,' the NEA group's director stated.

MAKING TODAY'S NEWS

Alamance. Tuesday, March 24, was Career Day at Western High School. The theme for the program was "Accent on Careers." *Alamance News-Gleaner*, April 2.

Gates. Adult education classes in reading, writing and arithmetic, welding, small motor repair, auto mechanics and typing will begin at Central High School on Wednesday, April 1, at 7:30 p.m. *Gates County Index*, April 2.

Randolph. The Randolph Industrial Education Center is offering a short course on Automotive Fundamentals beginning April 7, at 6:30 p.m. *Messenger and Intelligencer*, April 1.

Pitt. The County Board of Education this morning granted approval to set in motion an extensive, county-wide evaluation survey of all aspects of school operation for the purpose of possible future improvements. *Greenville Reflector*, April 6.

Yadkin. The main buildings of East Bend high and elementary schools were burned to the ground before dawn today. *Greensboro Record*, April 8.

Catawba. Members of the Catawba Valley Technical Institute board of trustees on Thursday night approved a proposed five-year plan which calls for a new building in 1966 as well as an expanded curriculum and an enlarged staff. *Catawba News Enterprise*, April 3.

Alexander. The Alexander County Board of Education last night presented a long-range financing program for building needs in the county school system. *Statesville Record and Landmark*, April 7.

Lenoir. The Lenoir County Board of Education in session Monday at the County Courthouse approved two letters presented by the Community College Steering Committee endorsing the current drive to expand the Lenoir County Industrial Education Center to include a two-year college. *Kinston Free Press*, April 7.

Vance. A proposal for operation of the new rural high school north of town (Henderson) was approved by the Vance County Board of Education Monday and forwarded to the Henderson City School Board. *Henderson Dispatch*, April 7.



Many Students, Teachers Will Get Opportunity To Attend North Carolina Advancement School

How the program of the new North Carolina Advancement School is expected to benefit the State's public schools was described by Ralph McCallister, projects director of the Learning Institute of North Carolina, at the Superintendents Conference the last week in July.

One of the primary functions of the experimental school, which will be set up at Winston-Salem late this fall, will be "the devising and evaluation of new ways of teaching and learning which can be adapted for use in the regular public school classrooms of the State," he told the educators assembled at Mars Hill College.

Winston-Salem Site

The Advancement School, he explained, will be a residential remedial school for "high potential low achievers . . . children of good ability but poor academic performance . . . who with continuing failure are almost sure dropouts." It will be housed in four buildings on a 10-acre campus, the site of the former City Hospital in Winston-Salem. Plans call for a pilot run in the late fall, with the first full term scheduled for early January, 1965.

It will be operated by the Learning Institute of North Carolina under a contract with the State Board of Education. Initial funds

RALPH MCCALLISTER, projects director of LINC, came to North Carolina in the summer of 1963 to become a research consultant, helping plan several educational projects initiated by the Governor's Office. He has been a high school teacher of social science, a professor at Maxwell School, Syracuse University, and for 17 years was director of the Chautauqua Institute in New York. He also directed a summer remedial reading program at Chautauqua.

for support of the school were provided by a \$500,000 Carnegie Corporation grant. An \$80,000 federal grant financed the planning phases. Following presentation of a proposal for a curriculum improvement research project to the U. S. Office of Education, tentative approval was given this summer for a federal grant of approximately \$1.4 million for the devising and testing of materials for underachievers in the school.

Four Terms Each Year

"The school will operate on a schedule of four 11-week terms each year. Each term, 350 students and 50 visiting teachers will be brought to the school. The program will be closely coordinated with that of the public school system to insure the students and teachers rapid readjustment after their absence," he told the group.

During the first year, eighth grade boys and girls will attend the school, McCallister stated. Students nominated by their school superintendents to attend the school will be selected in groups of about seven from each participating school district. "The 50 classroom teachers brought to the Advancement School each session will be selected from the same schools as the students. They will be replaced for the 11-week term with substitutes paid by funds provided by the Advancement School to the school districts," he explained.

Teachers' Program

Teachers participating in the school's in-service education program will continue to receive their regular salaries and will be provided with travel expense for two round trips to the school and a \$75 allowance for books and in-

Gordon L. McAndrew To Head New Advancement School

Gordon L. McAndrew of Oakland, California, assumed duties as Director of the North Carolina Advancement School on Sept. 1. Plans are under way for the opening of the school this fall.

Prior to accepting this position, McAndrew was Director of the Interagency School Project of Oakland Public Schools, a project designed to overcome the educational deficiencies characteristic of newcomer and culturally handicapped pupils.

McAndrew received his A.B. degree in political science from the University of California at Berkeley, and later from the same institution, his M.A. and Ph.D. degrees. He has also done additional graduate work at the University of London. By way of experience, McAndrew has been a teacher of social science and English, a counselor, and a curriculum assistant in the Oakland public schools. In addition, he has served as assistant director of an experimental teacher education program, as coordinator of secondary education and summer schools, and as personnel officer in the Oakland public schools.

cidental expenses. They will receive room and board at the school without cost.

"These teachers will assist in the instructional program," which will be "in the hands of a full-time staff of teachers." The in-service teachers "will help to evaluate new methods and materials. They will take part in demonstrations, in discussion groups, in seminars which will bring in outside authorities in the various areas under discussion. The program will be flexible and informal."

(Continued on back page)

Superintendent Carroll Says . . .

(Excerpts from address made at annual Superintendents Conference, Mars Mill College, July 29, 1964.)

General Statutes 115-54 states that "Each superintendent, before entering upon the duties of his office, shall take an oath for the faithful performance thereof." This oath . . . is, in a sense, a mutual agreement between a board of education and a superintendent that together they will, give to the people of the community responsible leadership in all matters affecting schools and other means of education. . . .

. . . Our paramount commitment is, in reality, a commitment to the people of the community that we will design and implement an instructional program which is not only *defensible* but which is also *guaranteed* to educate—and let us ever be mindful of the fact that *it is our job 'to educate.'* . . . There can be nothing more tragic than to fool children and youth about what is educative and of enduring value, and there can be no hoax more distasteful than to train youth for jobs which do not and will not exist. . . .

. . . There is a very distinct difference between a superintendent of schools and a superintendent of education. I believe the superintendent who senses and discharges his commitment faithfully is the superintendent of education.

Our vision of the future is of an educational system that seeks to affect the improvement of everybody: the technician whose skills are obsolete, the underprivileged 'pre-school' child, the post-doctorate who must 'keep up,' the mother suddenly confronted by leisure, the oldster with a young mind. . . .

We have only tapped the servicing of the educational needs of the people of North Carolina. . . . At the pre-school level, I do not believe we can say in effect that North Carolina is so different from the majority of the states in this Nation as to have no need for public kindergartens. With hundreds of thousands of functional illiterates in our State, and with an even larger number of persons with insatiable educational attainments, we cannot defend the largely undeveloped status of adult education. . . .

Fortunately, many of you are recognizing the need for adult and continuation education in your communities. . . . But adult education on an organized basis is only one phase of our concern for the cultural life of our communities. The superintendent faithful to his oath exerts his influence in behalf of public use of libraries; he wants a museum in the community; he assists in securing concerts and lecturers for the good of the public . . . and he encourages a sound recreational program. Just as vigorously, he is committed to oppose activities which are not in the best interest of the welfare of the community.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
State Supt. of Public Instruction
Vol. XXIX, No. 1

EDITORIAL BOARD
J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN
September, 1964

Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it.—Judge Learned Hand

Human history becomes more and more a race between education and catastrophe. — H. G. Wells

What about the child with the reading difficulty? . . . We have yet to discover why some children have this trouble, while other children find it so easy to teach themselves to read, long before they attend school. The teaching world is made up of people who find reading easy and enjoyable, and they tend to underestimate the difficulties entailed. All professions do the same thing. Artists feel that anyone can draw. Mathematicians refuse to believe that it's impossible for some people to comprehend mathematics. — Lee Steiner

To be paralyzed by the fear of error is to repudiate that gift for creation which has lifted humankind from savagery. Only those who follow a life of complete routine or submission to authority are secure from 'mistakes,' and perhaps in pursuing this course they are committing the greatest mistake of all.—George S. Counts

The rapid progress true science now makes occasions my regretting sometimes that I was born so soon. It is impossible to imagine the height to which may be carried, in a thousand years, the power of man over matter. . . . O that moral science were in as fair a way of improvement, that men would cease to be wolves to one another, and that human beings would at length learn what they now improperly call humanity—Benjamin Franklin

The qualifications for self-government in society are not innate. They are the result of long habit and training.—Thomas Jefferson

Springboard For Improvement

The State Department's new publication, *Program of Studies*, introduced to Superintendents at the Mars Hill Conference and subsequently explained to more than 2,000 principals and supervisors in eight area meetings, can become the springboard for genuine improvements in the curriculum throughout the State.

Its cooperative preparation has already caused personnel at the State level to re-examine the instructional program at the elementary, junior, and senior high school levels. As might be expected, this study of current offerings has emphasized the need for eliminating certain courses; adding others; changing the nomenclature of some; and reappraising scope, sequence, and prerequisites. This experience in itself has been valuable for State Department personnel, especially in terms of bringing individual and group perspective to the total program of studies in North Carolina. As a result of this study, State Department personnel will be more knowledgeable and more secure in working with local educators during the coming year.

The fact that the first edition of *Program of Studies* is tentative and unofficial makes it possible and even imperative for teachers, principals, and supervisors to work with State Department personnel during the current school year in its modification and refinement. In some communities, parents and other citizens also will likely be involved as improved educational opportunities are sought at the local level.

Since provisions are made for annual revision of the publication, continuing emphasis will be placed upon the necessity for adapting education to the changing needs of society. If education increasingly is to be sensitive and responsive to changing needs, a publication of this nature should itself forever be in the process of change.

Specific without curbing imagination and creativity, permissive

without being restrictive, this publication may well become the focal point for significant improvements in classroom offerings. In terms of sharing positive ideas among State Department personnel, gaining perspective on the State's total educational program, working at the local level with those most concerned with schools, and planning for continuous improvement in curricular offerings, this new publication can be the springboard for dynamic action throughout the State.

Basic Ingredients

Personal commitment and individual involvement constitute the basic ingredients for guaranteed growth in education. This combination of determination and activity—whether on the part of students, teachers, administrators, or parents—invariably results in purposeful change and progress. The same holds for organized groups whose existence is justified on the basis of their interest in education: boards of education, parent-teacher organizations, and the many professional groups composed primarily of educators.

New programs in education, of which North Carolina has its share, depend ultimately upon commitment and involvement of individuals and groups. When purposes are clear and when they are accepted, the task of achieving goals is well on its way to accomplishment. Perhaps this is one of the chief reasons why progress in education must be made on many beachheads: it is the practical and comprehensible manner of tackling the vast front of information and attitudes which must be possessed before education can meet the changing needs of a rapidly changing social order, each of whose citizens, old and young alike, is in constant need of continuing education.

That All May Learn

Education in North Carolina must be for *all* the people, irrespective of age, financial ability, talent, or occupational status. This concept, growing in acceptance, will demand educational programs which are sensitive to the needs of all its citizens. Such a concept of progress will demand this extension of educational opportunities, both in the earlier and in the later years of life. Such a broad concept of education will demand increased cooperation among all agencies within a community—educational, social, industrial, cultural, recreational, and the like. Such a concept, if implemented, will also demand top priority in the thinking and planning of educational and government leaders at all levels.

Recently, State Superintendent Charles F. Carroll challenged the superintendents of North Carolina to accept this ever-apparent responsibility, which, by nature of their positions, belongs to them. "Educational programs of the future," Carroll declared, "must affect the improvement of everyone: the technician whose skills are obsolete, the underprivileged 'pre-school' child, the post-doctorate personnel who must keep up-to-date, the mother suddenly confronted by leisure, and the oldster with a young mind."

To meet this obligation, many changes will be needed!

During the same week, Professor Howard Y. McClusky of the University of Michigan advanced a similar bit of philosophy: "We need to scrap the impossible notion that in 12, 14, or 16 years one can acquire enough knowledge to last a lifetime. The ultimate test of formal schooling for youth should be the extent to which it contributes to a lifetime of learning."

Fortunately, school superintendents in many localities are assuming their rightful leadership as enthusiastic advocates of life-long learning. This, without doubt, is the superintendent's greatest and most exciting challenge!

L. H. Jobe Retires as Publications Director After 42 Years of Service With Department

"The opportunity of working with four State superintendents of public instruction—Brooks, Allen, Erwin, Carroll—and numerous other educators constitutes the most delightful experience of my 42 years with the State Department," declared L. H. Jobe, Director of Publications, who retired June 30. During these years Jobe was editor of the **Public School Bulletin** from its founding, October 1936.

Years of Progress

Coming to the Department as Clerk of the Loan Fund, Jobe, over the years, edited or supervised the editing of more than 350 publications, in addition to serving as purchasing agent for the Department, supervisor of mails, and being responsible for the duplication or printing of all departmental materials as well as the proper dissemination of all publications. An indication of the growth of the operations under Jobe's supervision is that the Publications section now has a staff of 10, whereas for many years, he had responsibility for all facets of the work with no assistants.

In 1924 "School Facts" was initiated, and until 1941 it remained a separate publication; at this time it was combined with the **Public School Bulletin**, which with this issue goes into its twenty-eighth year of publication. From a duplicated bulletin of four pages, the **Public School Bulletin** has grown into a 16-page printed organ with a national reputation for excellence and with a free circulation of approximately 10,000 copies monthly.

Broad Experience

"Serving as director of publications has meant that I have worked with a large number of educators on a wide variety of topics—art, science, music, special days, business education, and the like," Jobe said. "In many ways this has been like going to school throughout the years. Not only have I had the opportunity of keeping up-to-date with trends in subject matter and educational movements, I have

had the greater pleasure of becoming acquainted with many of North Carolina's outstanding educators."

Smiling as usual and without any touch of irritation, Jobe admitted that "nothing is tougher in an editor's position than trying to rewrite that which others have submitted for revision and polishing." In addition to this eternal problem, Jobe added that "meeting deadlines with poise and understanding—in view of having to work with so many different professional personalities, including those of printers—was always a matter to be reckoned with."

Jobe joined the Department in 1922 immediately after receiving his M.A. degree from the University of North Carolina in Chapel Hill. Prior to this he was principal for two years of the high school at Wise, in Warren County. Before joining the Department, Jobe also served in the Army, part of the time in France, as a machine gunner with a field artillery unit. When appointed as director of publications by State Superintendent A. T. Allen, he was serving as the State school statistician.

Jobe and his wife, the former Lizzie White of Warren County, have lived in Raleigh since 1922. They have two married daughters and four grandchildren.

Still Keeping Busy

A man of many diversified interests, Jobe, even in retirement, finds it difficult to accomplish all the duties, responsibilities, chores, and pleasures which beckon him. "Before I know it," he declared, "the weeds are ruining the cantaloupes, the okra, the beans, and the tomatoes. And, you know, for some reason, my grapevines and apple trees need pruning occasionally; there's always a chauffeuring job to do; my table is crowded with books, especially biographies, I'm eager to read; the TV enslaves me at times; I can't resist a little bridge; I like the activities of my church fellowship; I love my grandchildren, who seem to love me and dog-gone it, I like to do

Veteran Vo-Ag Supervisor Of Southeast Area Retires

Norwood B. Chesnutt, district supervisor of vocational agriculture with the State Department of Public Instruction since 1936, retired June 30.

Prior to joining the State Vocational Agriculture staff, he had been a vo-ag teacher at Whiteville High School for 13 years. A graduate of N. C. State College (he was a classmate of Charles H. Warren, who also retired June 30, as State director of vocational rehabilitation), Chesnutt later pursued graduate studies at N. C. State, Duke University and Cornell University.

During World War II, he was commanding officer of the 57th Army Ordnance Group in the South Pacific, taking part in combat operations at Guadalcanal, New Guinea, and New Caledonia. With six years of wartime service, he retired as a colonel after suffering a heart attack. He later resumed his work as vocational agriculture supervisor of District II in Southeastern North Carolina.

The Chesnutts (she is the former Mabel Chinnis of Wilmington) are longtime residents of Whiteville. They have one son, Norwood B., Jr., who is vice president of First-Citizens Bank at Gastonia, and one grandson.

When queried about his retirement plans, Chesnutt said he planned to take it easy at home for a while. Some fishing is also on the agenda, he said, but it is the opportunity to devote more time to his favorite sport, golf, which he most welcomes. His interest in the sport is widely known, and the teachers of his district presented him an electric golf cart on his retirement. Other associates presented him various other items of golfing equipment.

nothing occasionally. But, if you ever need a humorous lecturer for a liberal honorarium, I'll be glad to forget the weeds, the books, the bridge, the TV, and even Lizzie, my boss."

100 Schools Conduct Summer Readiness Programs, Launching Tar Heel School Improvement Project

North Carolina's Comprehensive School Improvement Project got under way with a Conference on Summer Readiness Programs held July 7-8 at Meredith College in Raleigh.

The Summer Readiness Programs, first phase in the School Project, were conducted during July and August at 100 schools in 78 school units throughout the State. Designed to prepare culturally disadvantaged children for entry into the first grade, the programs were in operation for a 30-day period, five days a week, and at least four hours a day.

A week prior to the conference, Dr. Charles F. Carroll, State Superintendent of Public Instruction, announced the names of the 100 schools selected to participate in the School Project this year. Another 100 schools will be brought into the project in the 1965-66 school year, and an additional 100 the following year.

Aimed at discovering improved ways of teaching reading, writing and arithmetic in the primary grades, the experimental program has been enthusiastically received, Dr. Carroll said. It is being jointly financed by the State Board of Education and the North Carolina Fund.

The team-teaching approach and ungraded primary organization used in the project are aimed at providing more individualized instruction than is possible with standard graded organization. Special instructional materials keyed to the needs of culturally disadvantaged children will be utilized.

During the regular school year, funds will be made available to schools participating in the project for instructional materials, in-service education, televised lessons, teacher interns, and teacher aides. Each team of three teachers will have an aide, who will relieve them of non-teaching responsibilities so they can devote full time to instruction.

Attending the Conference on Summer Readiness Programs in addition to the 100 teachers involved in the local programs were about 100 other educators.

J. E. Miller, Assistant State Superintendent of Public Instruction, opened the conference with a description of the Comprehensive School Improvement Project. Other speakers included Miss Patsy Montague, principal, C. G. Credle School, Oxford; Mrs. Ruth L. McRacken, supervisor, Durham City Schools, and C. C. Lipscomb, superintendent of Reidsville City Schools.

Also taking part in the program were several staff members of the State Department of Public Instruction and a number of teachers.

New Social Studies TV Course Added This Year

Teachers attending the 1964 North Carolina In-School Television Summer Workshop at the University of North Carolina Aug. 17-19 heard a discussion of developments and prospects in the field of educational television by Dr. John W. Bystrom of the U. S. Department of Health, Education, and Welfare.

Dr. Bystrom is in charge of the federal program of assistance to the development of educational television. He spoke at a dinner session at the Carolina Inn.

Plans for the 1964-65 in-school television courses were the principal subject of the workshop sessions. John Hawes, Jr., State supervisor of television education, and Miss Betty Smith, State consultant, opened the workshop with introductory talks.

Hawes called attention to the addition of a new social studies course, Government/World Geography. It is planned that this course will replace Civics in the ninth-grade curriculum of the State's public schools, and its experimental introduction will be on television. He also noted that three elementary-level French courses formerly sponsored by UNC will be offered as part of the in-school program this year.

Three of the studio teachers are again teaching the courses they have taught in previous years: Mrs. Mary P. Gordon, mathematics; Miss

Grant for ETV Approved

Approval of a \$191,378 grant to help activate educational television facilities of the Charlotte-Mecklenburg school system was announced on June 11 by Anthony J. Celebrezze, Secretary of Health, Education, and Welfare.

The new Charlotte-Mecklenburg station, WTVI (UHF Channel 42), will make educational TV service available to an area with a population in excess of 800,000 including 266,800 students. Total cost of new equipment for the station is estimated at \$284,657, the HEW announcement stated.

Iola Parker, United States History, and Paul Welliver, physical science.

New studio teachers this year are Mrs. Mary P. Scott, who replaces Robert Fredrickson as teacher of the World History course, and C. Baxter Twiddy, who is teaching the new social studies course.

Televised lessons in all courses, except for the French courses, began Sept. 3 and will continue through May 25, 1965. French lessons will begin Oct. 7. All lessons will be televised Monday through Friday, except the French lessons, which will be broadcast Wednesday and Friday. The following schedule has been set up :

U.S. History, 9-9:30 a.m.
Physical Science, 9:30-10 a.m.
World History, 10-10:30 a.m.
French 1, 11-11:15 a.m.
French 2, 11:20-11:35 a.m.
French 3, 11:40-11:55 a.m.
Govt./Geog., 2:15-2:45 p.m.

All courses will be televised by WUNC-TV (Channel 4) and will be rebroadcast by the new educational television stations in the State as they become operational, Hawes stated. It is anticipated that Channel 2 at Columbia and Channel 56 (UHF) at Mt. Pisgah near Asheville will be on the air by January. Channel 18 at Linville and Channel 58 at Concord (both UHF) are expected to be in operation by the beginning of the 1965-66 school year.

New Program of Studies Provides Descriptions Of All Courses Offered in N. C. Public Schools

Now in the hands of superintendents, principals, and supervisors is the experimental edition of **Program of Studies for Elementary and Secondary Schools of North Carolina**.

This 251-page volume was cooperatively prepared by staff members in the Department of Public Instruction as a descriptive listing of elementary content and senior high school courses currently approved by the Department. Principals' annual reports served as the primary source of information for this compendium. Certain content and certain courses have also been listed in anticipation of what will be taught within the next several years.

At the Mars Hill conference for superintendents, where the volume was first introduced, it was emphasized—

- That this listing and description of elementary content and of junior and senior high school courses is experimental for 1964-1965.
- That this listing is to be revised annually with the assistance of school personnel in the field.
- That, beginning with the school year 1965-1966, the revised volume will become North Carolina's official program.
- That content and courses other than those described may be included in local courses of study with the approval of the State Department of Public Instruction. This publication does not preclude the introduction of experimental programs.
- That, beginning with the school year 1965-1966, the publication will be made available to all teachers, principals, supervisors, and superintendents.

According to the "Foreword," the publication is designed—

- To meet the requirements of North Carolina School Law with respect to the program

of studies in the public schools of North Carolina;

- To acquaint all administrative, supervisory, and instructional personnel with the total program of studies approved for grades 1-12 in the schools of the State;
- To achieve a desirable degree of consistency in applying names to courses, in establishing time allotments for comparable areas of instruction, and in granting credit for courses completed;
- To relate the program of studies to the data processing equipment now in use in the State Department and in many school systems by assigning course numbers in the secondary school programs for uniform use throughout the State; and
- To serve as the guide from which curriculum bulletins and courses of study may be developed.

Beginning August 17 in Asheville and concluding in Yadkinville August 24, eight regional conferences were held for principals, supervisors, and other interested personnel for the purpose of introducing the publication and explaining its purposes. The six other meetings were arranged for Saint Pauls, Beulaville, Tarboro, Raleigh, Greensboro, and Charlotte.

More than 2,000 educators attended these area meetings, in which administrators were urged to compare their course offerings, course titles, and time allotments with those included in the experimental publication for the purpose of preparing for such adjustments as may be finally adopted for State-wide use. (See editorial, "Springboard for Improvement.")

In all the years of our National life, the American people—in partnership with their governments—have continued to insist that 'the means of education shall forever be encouraged.'—John F. Kennedy

Dr. Gerald James Heads New Community College

Dr. Gerald B. James, who had been director of the Division of Vocational Education since 1960 and who also had a leading role in setting up the Department of Community Colleges, took up new duties in May as first president of Rockingham County Community College.

Rockingham County voters endorsed the proposed two-year community college in a \$1.25 million bond election in November, 1963. At the end of July, Dr. James said that plans for the new college are progressing "quite well," predicting that it would be ready to go into operation by September, 1966. He said 27 applications had been received for instructional posts, "and we haven't begun to look for personnel yet." At least half of the applicants are Rockingham County natives, he noted.

Dr. James resigned in late April as Director of the Vocational Education Division of the State Department of Public Instruction. When named to that post in 1960, he was associate professor of agricultural education at N. C. State College. He also was serving, part-time, as assistant director of the Department of Curriculum Study and Research under the State Board of Education.

When the 1963 General Assembly provided for establishment of the Department of Community Colleges, he was named assistant director of that department as well, serving in both capacities for several months.

He guided the planning of the redirection and expansion of vocational education programs in the State's public schools provided for in the Vocational Education Act passed by Congress in 1963 and also in recent State legislation. This massive development, launched during the past school year with a number of pilot projects, is designed to provide local programs better geared to local needs and to broaden the range of vocational courses available in the high schools.

LINC's New Director Describes How Its Work Can Help In Improving Quality of Education

"As a nation, we have developed a society which has less and less use for uneducated people. Right now the United States has six times its needed supply of unskilled labor. If current trends continue, this over-supply of the undereducated will grow even more excessive. . . .

"In spite of Thomas Jefferson's recommendation . . . of the need for general education . . . we seem only recently to have focused our thought, our energy, and our treasure in a way to show our genuine belief in the proposition that the uneducated man is obsolete."

With these words, Harold Howe II, executive director of the Learning Institute of North Carolina, drew the attention of Tar Heel school administrators attending the Superintendents Conference at Mars Hill in July to the crisis which public education in the United States is being called upon to cope with.

Focus on Research

Recognition of the educational crisis has resulted in increased attention to research into ways to improve learning, with particular emphasis on "finding ways to make education 'take' better in the primary years among those whose home environments combine with lack of skill in the schools to alienate them from education," Howe said.

One of the primary concerns of the Learning Institute (LINC) will be to evaluate current programs now being undertaken un-

HAROLD HOWE II was superintendent of schools at Scarsdale, N. Y. when he was appointed executive director of the Learning Institute last April. He previously taught history at Phillips Academy, Andover, Mass. and was principal of high schools in Andover, Cincinnati, Ohio, and Newton, Mass. He is a trustee of Yale University, Vassar College, the Taft School, and the College Entrance Examinations Board, and is chairman of the Learned Societies' Commission on the Humanities.

der auspices of the North Carolina Fund to improve the teaching of reading in the primary grades, Howe said. Moreover, LINC may initiate further experimental programs in this area.

At the outset, he said, LINC will be responsible for evaluating educational programs already under way and for overseeing the operations of the Advancement School. It is anticipated, though, that LINC's research and experimental programs will be extended "as rapidly as possible" to become involved with education at all levels.

Not a State Agency

Howe stressed the point that LINC is an "entirely private organization" and thus "has absolutely no authority to do anything in the sense that it has power or control as an agency of the State."

"If it institutes new programs, develops new curricular materials, suggests changes in teaching methods or school organization, it will be successful in having these implemented in the schools only through its powers of persuasion and only because efforts of this kind may seem to you and to other educational leaders in the State to make sense," he told the school administrators. "It is a service agency which does not wish to have its services imposed but rather to work on a common basis with educational endeavors throughout the State in attacking mutually recognized problems."

Apparently, he said, "LINC is a unique organization in the United States." Though there are other experimental centers or institutes of various kinds, "I know of none which has been brought into being with the broad basis of support which LINC has from its founding agencies. It is particularly interesting . . . that a major private university, Duke, has joined with the public schools and the public university in support of this endeavor."

Conference Center

LINC has been particularly fortunate, he said, in the facilities

Three Administrative Units Have New Superintendents

Since July 1, three administrative units have been operating under new superintendents: Sanford, Anson County, and Scotland County.

J. F. Hockaday, until the death of Superintendent Malcolm A. McLeod in the spring, was principal of the Sanford High School. He was chosen by the board of education to succeed McLeod on an acting basis and later as superintendent of the Sanford Schools. A native of Johnston County, Hockaday was educated at Atlantic Christian College, East Carolina College, and the University of North Carolina.

Warren Gerald Smith, former supervisor of Anson County, is now serving as acting superintendent during a leave of absence being taken by Superintendent R. O. McCollum. Smith, who is a native of Burke County, received his college education at Western Carolina College.

Joseph H. Wishon, formerly assistant superintendent of the Scotland County Schools, was appointed as superintendent, succeeding J. J. Pence, who retired July 1. Wishon is a native of Scotland County and received his advanced preparation at Wake Forest College and the University of North Carolina.

provided for its headquarters—Quail Roost Conference Center at Rougemont, just a few miles north of Durham.

Plans are to build a comprehensive library of materials at the center reflecting current research and programs, particularly those dealing with "the problems of educating children with environmental handicaps."

One of the principal functions of LINC will be to serve as "a useful middleman between the needs of North Carolina and some of the developments in education throughout the United States, or indeed, throughout the world," Howe said.

State School Facts

SEPTEMBER, 1964

Comparison of 1963-64, 1958-59 Enrollments Reflects Shift of Population to Urban Areas

Increasing concentration of the State's population in urban areas, reported in a number of other surveys, is graphically reflected in the accompanying table, which compares unit enrollments in 1963-64 with enrollments in 1958-59.

In general, the figures show that county units and smaller city units experienced appreciable decreases in enrollment over the five-year period, while larger city units recorded even more decided increases in enrollment.

The only county units with significant increases in enrollment, 1963-64 over 1958-59, were those serving large military installations or those in areas becoming more urbanized.

This table, based on final enrollment reports for each of the school years, was prepared by the Statistical Services of the State Department of Public Instruction under the supervision of William W. Peek, director of statistical services.

Among the remarkable facts to be observed from the table are the following:

- In 1963-64, about half of the units had enrollments over 5,000; approximately one-fifth of the units had enrollments over 10,000 and one-fifth had enrollments under 2,500; approximately two-

- Of the 24 units with increases of over 15 percent, 19 were city units; four were county units serving large military installations; and the remaining one was in a growing urban area.

- Of the units with 1963-64 enrollments under 5,000 (just over half of the total number), 33 showed decreases; while of the units with enrollments over 5,000, there were 19 with decreases.

- Only seven units with enrollments under 5,000 recorded percentage increases on a par with or exceeding the State average.

- Of the top 25 percent (units with 1963-64 enrollments over 8,400), 20 had increases exceeding the State average; seven, all county units, recorded decreases.

- Of the 119 units with enrollment increases, 7 had less than 1 percent increases; of the 52 units with decreases, 11 had less than 1 percent decreases.

- There were 16 units with increases over 20 percent: King's Mountain, 86.4; Monroe, 73.9; Chapel Hill, 46.4; Cumberland, 44.3; Greensboro, 40.3; Raleigh, 36.7; Charlotte-Mecklenburg, 29.3; Southern Pines, 28.8; Onslow, 25.6; Rockingham (city), 24.9; High Point, 24.3; New Bern, 23.9; Fayetteville, 23.8; Durham County, 23.3; Statesville, 21.0, and Greenville, 20.3.

Administrative Unit	Enrollment 1963-64	Enrollment 1958-59	Increase or Decrease	Percent Increase or Decrease
Rutherford	11,472	11,307	165	1.5
Duplin	11,236	11,207	29	0.3
Halifax	11,146	10,832	314	2.9
Durham	10,920	8,589	2,061	23.3
Caldwell	10,807	10,253	554	5.4
*Randolph	10,597	9,453	1,244	13.2
*Asheville	10,500	9,849	651	6.6
*Sampson	10,065	10,223	-158	-1.5
*Burlington	9,665	8,549	1,116	13.1
Wilkes	9,550	9,447	103	1.1
Catawba	9,100	8,058	1,042	12.9
Iredell	9,037	8,342	695	8.3
Bladen	8,938	9,039	-101	-1.1
Lenoir	8,836	8,413	423	5.0
*Goldsboro	8,731	7,506	1,225	17.1
Craven	8,697	7,480	1,217	16.7
Union	8,628	8,389	239	2.8
*Gaston	8,444	10,724	-2,280	-21.3
Granville	8,349	7,847	502	6.4
*Edgecombe	8,280	7,944	336	4.2
*Gastonia	8,264	7,360	904	12.3
*Wilson	8,245	7,755	490	6.3
Burke	8,078	8,079	-1	-0.1
Northampton	8,075	8,124	-49	-0.6
Martin	7,940	7,222	718	9.9
Cabarrus	7,742	7,602	140	1.8
*Rocky Mount	7,543	6,420	1,123	17.5
Person	7,329	7,044	285	4.0
Chatham	7,324	7,039	285	4.0
Moore	7,227	7,014	213	3.0
*Bertie	7,168	7,178	-10	-0.1
*Hickory	7,155	6,378	777	12.2
*Carteret	7,037	6,423	614	9.6
Haywood	7,008	6,840	168	2.5
Stanly	6,840	6,709	131	2.0
Hertford	6,714	6,242	472	7.6
Henderson	6,553	5,863	690	11.8
*Kinston	6,543	5,716	827	14.5
Warren	6,296	6,503	-207	-3.2
Franklin	6,261	6,362	-101	-1.6
*Brunswick	5,884	5,730	154	2.7
*Greenville	5,821	4,899	922	20.3
*Kannapolis	5,809	5,825	-16	-0.3
*New Bern	5,807	4,855	952	23.9
Caswell	5,792	5,868	-76	-1.3
Yadkin	5,634	5,392	242	4.5
Wilson	5,615	5,814	-199	-3.4
Stokes	5,449	5,268	181	3.4
*Rockingham	5,420	5,405	15	0.3
*Lexington	5,334	4,897	507	10.5
Beaufort	5,306	5,457	-151	-2.8
Pender	5,304	5,354	-50	-0.9
*Henderson	5,183	4,815	368	7.6
Montgomery	5,164	4,952	212	4.3
Greene	5,157	5,090	67	1.3
Ashe	5,150	5,286	-136	-2.6
*Shelby	5,062	4,351	671	15.3
*Asheboro	5,006	4,440	566	12.7
Hoke	4,970	4,641	329	7.1
Lincoln	4,944	5,026	-82	-1.6
*Leaksville	4,852	4,504	348	7.7
*Statesville	4,834	3,994	840	21.0
Orange	4,771	4,665	106	2.3
*Polkville	4,667	4,667	0	0.0

• Of the top 10 units in enrollment, eight, all city or city-county units, recorded percentage increases exceeding the State average (9.1 percent).

• Ten units, located in only seven counties, accounted for 57.9 percent of the net increase (57,416 out of 99,201).

• Of the 36 units with 1963-64 enrollments under 2,500, 20 showed decreases; eight of these were county units.

• Of the 32 units with 1963-64 enrollments over 10,000, only four showed decreases; these were all county units.

• Of the 52 units with percentage increases on a par with or exceeding the State average (9.1 percent), 36 were city units and the remainder were units serving large military installations or in increasingly urbanized areas.

County, 10.6; Mitchell County, 9.2; Macon County, 8.5; Jackson County, 7.7; McDowell County, 7.6; Union County, 7.4; Chowan County, 7.1, and Polk County, 7.0.

Peek observed that the sizable increases recorded by several city units were in part the result of reorganization of attendance areas, annexations, etc., and largely offset the decreases or relatively low gains in the related county units. For example, Cleveland County's decrease of 2,280 students was largely offset by the increase of 2,030 in the King's Mountain unit; it was due to reorganization of attendance areas. Large increases in Monroe (city), Chapel Hill, Rockingham (city), and Greensboro are also partially accounted for by transfer of students formerly attending county schools.

1963-64 UNIT ENROLLMENTS COMPARED WITH 1958-59

Administrative Unit	Enrollment 1963-64	Enrollment 1958-59	Increase or Decrease	Percent Increase or Decrease
*Charlotte-Mecklenburg	72,206	55,897	16,369	29.3
*Winston-Salem/Forsyth	46,103	28,442	7,661	19.9
*Greensboro	28,604	20,391	8,213	40.3
Cumberland	23,392	16,196	7,196	44.3
Gaston	23,386	20,782	2,654	12.8
Wake	22,179	20,106	2,073	10.3
Guilford	20,381	20,149	232	1.2
Buncombe	19,907	18,041	1,866	10.3
*Raleigh	19,387	14,182	5,205	36.7
New Hanover	18,105	16,931	1,174	6.9
Johnston	17,219	17,982	-763	-4.2
Robeson	15,650	15,033	567	3.8
*Durham	15,443	14,429	1,014	7.0
Pitt	14,044	13,596	448	3.3
Rowan	14,038	12,993	1,045	8.0
Onslow	13,797	10,981	2,816	25.6
Nash	13,246	13,550	-304	-2.2
Harnett	12,975	12,861	114	0.9
*High Point	12,862	10,350	2,512	24.3
Wayne	12,632	10,782	1,850	17.2
Alamance	12,468	11,099	1,369	12.3
*Fayetteville	12,227	9,880	2,347	23.8
Davidson	11,661	10,076	1,585	15.7
Columbia	11,619	11,809	-190	-1.6

NOTE:
City and city-county units marked with asterisks (*).
Units ranked in order of 1963-64 enrollments.

Administrative Unit	State Total	State Total	Net State Increase	State Average Increase
Watauga	4,111	4,111	-68	-1.6
Davie	3,795	3,795	250	6.6
*Thomasville	4,015	3,853	462	13.0
Alexander	4,011	3,902	109	2.8
*Elizabeth City	3,984	3,754	230	6.1
Scotland	3,962	4,286	-324	-7.6
McDowell	3,949	3,973	-24	-0.6
Lee	3,907	3,680	227	6.2
*Roanoke Rapids	3,861	3,565	296	8.3
*Tarboro	3,843	3,420	423	12.4
Madison	3,800	4,343	-543	-12.5
Jackson	3,767	4,083	-316	-7.7
Anson	3,762	3,855	-193	-4.9
*Sanford	3,682	3,166	516	16.3
Macon	3,618	3,953	-335	-8.5
Yancey	3,614	4,137	-523	-12.6
*Clinton	3,489	3,157	332	10.5
*Rockingham	3,452	3,800	-348	-9.2
*Whiteville	3,403	2,725	678	24.9
Avery	3,359	3,077	282	9.2
*Mount Airy	3,303	3,695	-392	-10.6
*Hamlet	3,288	3,814	-526	-8.1
*Albemarle	3,248	3,150	98	3.1
*Marion	3,198	3,117	181	4.2
*Monroe	3,190	2,990	208	7.0
*Jones	3,171	1,834	1,356	73.9
*Newton	3,030	3,123	-48	-1.5
*Morganton	2,808	2,696	112	4.0
Pamlico	2,738	2,722	16	0.6
*Canton	2,738	2,757	-19	-0.7
*Lenoir	2,711	2,429	282	11.6
*Madison-Mayodan	2,617	2,385	232	9.7
Gates	2,554	2,398	156	6.5
*Perquimans	2,504	2,491	13	0.5
*Weldon	2,485	2,264	221	9.8
*Lincolnton	2,485	2,277	208	9.1
*Pasquotank	2,437	2,165	272	12.6
*Edenton	2,386	2,301	85	3.6
*Mooresville	2,338	2,479	-141	-5.7
*Wadesboro	2,311	2,301	10	0.4
*Fairmont	2,258	2,223	35	1.6
*Hendersonville	2,223	2,270	-47	-2.1
Swain	2,158	2,166	-8	-0.4
*N. Wilkesboro	2,103	1,841	262	14.2
*St. Pauls	2,023	2,023	-141	-6.5
*Polk	1,959	2,107	-148	-7.0
*Cherryville	1,947	1,888	59	3.1
*Southern Pines	1,881	1,400	481	25.8
*Allegany	1,851	1,876	-25	-1.3
*Elm City	1,774	1,865	-91	-4.9
*Red Springs	1,765	1,765	-1	-0.1
Graham	1,722	1,796	-74	-4.1
Currituck	1,667	1,612	55	3.4
*Franklinton	1,528	1,437	91	6.8
*Murphy	1,523	1,621	-98	-6.0
*Cherokee	1,511	1,479	32	1.9
Hyde	1,510	1,465	45	3.1
*Glen Alpine	1,510	1,393	117	8.4
*Camden	1,447	1,372	75	5.5
*Maxton	1,429	1,441	-12	-0.8
*Elkin	1,356	1,294	62	4.8
Dare	1,348	1,278	70	5.5
Clay	1,345	1,505	-160	-10.6
Tyrrell	1,185	1,257	-72	-5.7
*Andrews	1,184	1,244	-60	-4.8
*Morven	1,085	1,229	-144	-11.7
*Tryon	900	949	-49	-5.2
Chowan	878	840	38	4.3
*Pinehurst	800	832	-32	-8.8
*Fremont	572	589	-17	-2.9
	1,186,658	1,087,457	99,201	9.1

Charles H. Warren Retires After Long Service As State Director of Vocational Rehabilitation

Charles H. Warren, who has played a leading role in numerous efforts for the benefit of the physically and mentally handicapped in North Carolina for nearly three decades, retired June 30 as director of the Division of Vocational Rehabilitation.

He joined the State Department of Public Instruction in 1930 as assistant supervisor of vocational rehabilitation. In 1936, he was named director of the division.

At the time of his retirement, from the Division's Central Office at Raleigh, he was supervising operations of the 14 area offices throughout the State. These offices, with their staffs of rehabilitation counselors, provide a wide range of services for the disabled and handicapped.

Warren has figured prominently in the work of numerous community and professional organizations, most of them strongly identified with rehabilitation, social, and health services.

Sponsored Legislation

He sponsored legislation establishing the N. C. Employ the Physically Handicapped Commission and the Division of Special Education of the State Department of Public Instruction, as well as an act outlawing the manufacturing, sale, and use of fireworks in North Carolina.

He served in the Army during both World Wars. As an enlisted man in World War I, he saw 17 months' service overseas with the 18th Field Artillery. An officer during World War II, he took part in many historic military operations—the landing at Casablanca under General Patton in 1942, the Tunisian Campaign, operations in Sicily with the 7th Army under Patton, the landing at Salerno and the Italian Campaign, and the D-Day landing in Southern France. He wound up his World War II service as a lieutenant colonel.

Many Activities

A native of Lenoir, he majored in horticulture at N. C. State College. Following his graduation in 1923, he was named superintendent of the Odd Fellows Home at Goldsboro, serving in this capacity until

1930. He is a past chairman of the boards of trustees of the Odd Fellows Home and the Odd Fellows Temple and has held several offices in the fraternal order, including Grand Patriarch, Grand Master, Grand Representative, and the chairmanship of two committees of the Grand Lodge.

His postgraduate training was in the areas of vocational guidance, tests and measures, and counseling.

Among the many other community and professional organizations in which he has been active are the National Rehabilitation Association, of which he is a past president and Life Member; the N. C. Tuberculosis Association; the Committee on Veterans Training for North Carolina; the N. C. Health Council; the N. C. Mental Health Council; the N. C. Occupational Health Council; the N. C. Society for Crippled Children and Adults, of which he is a past president; the National Society for Crippled Children, of which he is a past trustee; the Advisory Committee on Cardiovascular Diseases at Duke University Medical School; the N. C. Commission for the Blind, and the Wake County Cerebral Palsy Association. He is secretary and past chairman of the N. C. Employ the Physically Handicapped Association. A member of the Raleigh Kiwanis Club, he has headed the club's Vocational Guidance Committee.

Mr. and Mrs. Warren (she is the former Estelle Beach of Hillsboro) reside in Raleigh. They have two married daughters and seven grandchildren.

As to retirement plans—the Warrens have a farm near Raleigh, and he looks forward to devoting much of his time to farming, his "favorite hobby."

Board Honors Supt. Carroll In Naming New Junior High

A new junior high school in Raleigh will be named for Dr. Charles F. Carroll, State Superintendent of Public Instruction, the Raleigh Board of Education announced on July 7. The school is expected to be ready for use in September, 1965.

Lassiter Assumes Duties As Rehabilitation Director

Appointment of Robert A. Lassiter of Durham, executive director of the N. C. Society for Crippled Children and Adults, to succeed Charles H. Warren as director of the Division of Vocational Rehabilitation, was approved by the State Board of Education at its June meeting.

Lassiter assumed his new duties July 1. He had been executive director of the Society for Crippled Children and Adults for about a year, having served for two years as assistant director. Prior to that, he was district supervisor at Pensacola for the Florida Vocational Rehabilitation Division for more than five years.

He began his career in rehabilitation work as a counselor in 1952, after teaching in a Pensacola High School for a year. He was principal of an elementary school in Tennessee the year before.

A native of Ripley, Tenn., Lassiter is a graduate of Murray State College in Kentucky and holds the M.A. degree from George Peabody College at Nashville, with additional graduate study at New York University. He has received extensive training in various phases of rehabilitation work and has served on the faculties of several rehabilitation workshops and institutes.

He is a past president and a director of the National Rehabilitation Association's Division of Rehabilitation Counseling and was the 1955 recipient of the Case of the Year Award presented by Region IV of the national group.

While at Pensacola, he was president of the Community Council and headed the local TB Association and the March of Dimes Campaign. He was one of the co-founders of the West Florida Easter Seal Society, serving on its board of directors for several years.

He is a member of the Governor's Committee on Employing the Handicapped and the N. C. Rehabilitation Association and is program chairman of the National Rehabilitation Association's Region III and a member of its board of directors.

Board Approves Davidson, Wilkes College Proposals

Proposals for establishment of comprehensive community colleges in Davidson and Wilkes counties were approved by the State Board of Education at its August meeting.

Approval of the proposals was given on condition that voters of each county approve bond issues and/or tax levies to build and operate the institutions, and both counties must seek additional funds from the General Assembly for operation of the colleges.

Davidson County's proposal calls for the Davidson Industrial Education Center, which has been in operation for some time, to be converted to a community college.

Wilkes County's proposal, submitted at the State Board of Education's July meeting, calls for establishment of a new institution. County officials already have taken preliminary steps toward setting a bond issue referendum, perhaps in October, the Wilkes County delegation told the State Board.

Observing that both counties are increasing their support of their school systems, Dr. I. E. Ready, director of the Department of Community Colleges, moved that the applications be approved.

President of New College Plans Curriculum Survey

Dr. Warren A. Land arrived in Whiteville early in August to take up his new duties as president of Southeastern Community College.

He was an assistant professor of education at the University of Kansas when he accepted the presidency of the new community college, which will be housed in a \$1 million plant on U. S. 74-76 midway between Chadbourn and Whiteville.

One of his first tasks will be to institute a survey of high schools in Columbus, Bladen, Brunswick, Pender and Robeson counties, in an effort to determine the type of vocational curriculum the college will offer.

Offices of the community college will be at the Powell Building in Whiteville until the college facilities are constructed.

Commissioner Keppel Cites Recent Legislation, Sees Great Promise for Educational Progress

Francis H. Keppel, U. S. Commissioner of Education, addressing the Superintendents Conference at Mars Hill in July, declared that the 88th Congress has enacted more far-reaching and progressive educational legislation than any other Congress since World War II.

Several acts passed in 1963 and 1964, he said, "hold high hopes for the nation." If appropriations authorized in these acts are authorized, they will make possible significant advances, he stated.

Commissioner Keppel summarized important provisions of four acts:

- Under the Higher Education Facilities Act of 1963, the federal government would invest \$1.2 billion over several years in institutions of higher education where it is most sorely needed—in construction of facilities, with special attention to the construction needs of public community colleges and technical institutions.

- The Vocational Education Act of 1963 provides for overhauling and expanding vocational programs to relate them more closely to job opportunities and individual needs, aiming at more efficient matching of people and jobs. The act requires thorough evaluation of the new programs and reserves 10 percent of the appropriations for research, developmental and experimental projects, encouraging projects related to education of disadvantaged youth.

- The Mental Retardation Facilities and Community Health Centers Construction Act of 1963 authorizes a program for the training of teachers, supervisors, college instructors, research workers, and other specialists, in the education of handicapped children. This includes blind, deaf, crippled and emotionally disturbed children as well as those who are mentally retarded. It also authorizes grants for construction of research centers and facilities, for research into the causes of mental retardation, and for facilities pro-

viding services for the mentally retarded.

- The Library Services and Construction Act, passed in February, 1964, authorizes appropriations of \$25 million for extension and improvement of public library services and \$20 million for construction of library buildings, with emphasis on rural libraries.

Turning to the Civil Rights Act, Commissioner Keppel pointed out that two titles of the act, IV and VI, specifically relate to education. He read several sections of these titles and urged the school administrators to familiarize themselves with these sections.

He observed that it was evidently the intention of Congress to encourage voluntary compliance with the law. Pursuant to the provisions of Title VI, which deals with non-discrimination in federally-assisted programs, Dr. Keppel said, the Office of Education and other federal agencies administering funds for these programs are preparing rules and regulations, which must then be submitted to the President for approval.

Guidance Group to Meet At Asheville In October

The Southern Association of Counselor Educators and Guidance Supervisors will hold a conference at the Battery Park Hotel in Asheville, Oct. 11-13.

Miss Ella Stephens Barrett, supervisor of Guidance Services, Division of Vocational Education, will be hostess to the conference, which will be attended by about 50 educators from 11 Southern States.

Guest speakers will be Dr. Dean Hummel, president, National Association of Counselor Educators and Guidance Supervisors and associate professor of education, Ohio University; Dr. Dolph Camp, chief, Occupational and Career Guidance Section, U. S. Office of Education; and Dr. Hugh Houghton, specialist in counselor preparation, U. S. Office of Education.

Report on Teacher Merit Pay Experiment In Three Pilot Centers Now Being Prepared

North Carolina's experimental program of teacher merit pay, made possible by an appropriation of \$200,000 by the 1961 General Assembly and extended for two additional years by the 1963 General Assembly, has involved three pilot centers, 60 individual schools, and approximately 1,150 school personnel. Administrative units participating in this study were Gastonia, Martin County, and Rowan County.

Because of the manner in which North Carolina approached this study, much attention throughout the State and the Nation has been focused upon the initiation, organization, and administration of the experiment. The 1965 General Assembly will receive a complete report of this study, which will include emphasis on positive aspects of the experiment as well as emphasis on "lessons learned."

The report is being prepared by Dr. Vester M. Mulholland, director of educational research, under the following main categories:

- Points of view relative to merit pay
- Organization and administration of the experimental program
- Criteria for classroom teaching
- Observers (principals and supervisors)
- Classroom observations
- Conferences between teachers and observers
- Evaluation of classroom teaching
- Teacher morale
- Improvement of instruction and other outcomes
- Recommendations

The final report will include statistics relative to those who volunteered for classroom observations; data relative to their preparation and experience; and a statement concerning numbers and percentages in each pilot center who were judged worthy of receiving the \$500 merit increment made available to superior teachers. In addition to such data as these, results of an 180-item opini-

onnaire from 1,121 teachers, supervisors, and principals, or 96 per cent of all personnel in the three pilot centers, will also appear in the final report. Collateral information from 507 voluntary teacher interviews will also be included in the final report.

The North Carolina experiment has attracted unusual attention because of several basic factors which were kept in mind as the study was being initiated and put into operation. As a result:

- Participating administrative units entered the experiment on a voluntary basis.
- Teachers within the administrative units who were observed for possible merit increments also volunteered for this experience.
- The first year of the experiment was one of orientation, development of criteria for classroom observation, and formulation of plans, regulations, procedures, instruments of measurement, and administrative machinery for conducting the experimental program.
- The second year of the program, and ultimately the third year, after the 1963 General Assembly voted funds for extending the program, was devoted to the application and actual administration of the plans, standards, and criteria for the experimental study.
- The fourth year of the program, 1964-65, is being devoted to careful appraisal of all aspects in view of coming to sensible conclusions relative to recommendations.
- Criteria for classroom observations were cooperatively devised in each of the pilot centers, with teachers, principals, and supervisors working on this project as a team.
- Further evidence of cooperative, grassroots planning was apparent in the three local steering committees — composed of representative educators from all teaching levels

Engineer, Architect Join School Planning Division

Two new members were added to the professional staff of the Division of School Planning during the summer—William H. Price, Jr. and Charles Reed, Jr.

Price, formerly with the Division of Plant Operation, State Board of Education Controller's Office, assumed his new duties as consulting engineer with School Planning on July 1.

A graduate of Alabama Polytechnic Institute, he received his master's degree from the U. S. Naval Post Graduate School. He had numerous engineering assignments with the U. S. Navy from 1937-1960, retiring as a commander. He is a Catawba County native.

Reed was engaged in general architectural practice in Hollywood, Fla., for eight years before joining the School Planning staff in mid-July.

A native of Warren, Ohio, he attended the University of Miami. He was senior draftsman with Polevitzky, Johnson and Associates in Miami for about five years before beginning private practice.

from both races, from principals and from supervisors—which met regularly in an effort to guarantee that the experimental program be carried out in good faith and with a maximum of intelligent planning.

- Those responsible at the State level for the administration of the program, as well as local coordinators, attempted to learn as much as possible from the experiences of others throughout the Nation prior to the initiation of local studies.
- Every effort was made to make the study as objective as possible, yet it was realized from the beginning that much of the evaluation would, of necessity, be in the form of disciplined judgments on the part of teachers, coordinators, principals, supervisors, and those at the State level.

Supervisors, Psychologists, Consultant Join Staffs of Instructional Services Division

Six professional staff members joined the Division of Instructional Services, State Department of Public Instruction, during the summer months—two in the area of Supervision and Curriculum, three in Special Education, and one in Education for the Exceptionally Talented:

John D. Farmer—Joined staff early in July as a supervisor of secondary education. Previous experience: principal, W. P. Grier School, Gastonia, eight years; principal, junior high, elementary schools, Rocky Mount; principal, elementary school, Lenoir; science teacher, Rockingham High School. Native of New Hanover County. Graduate, University of North Carolina; master's degree, UNC; additional graduate study, East Carolina College, UNC. Member, Phi Delta Kappa, Kiwanis, Masons, several professional organizations.

Lonnie J. Lockamy—Joined Staff in mid-August as an elementary supervisor. Previous experience: principal, J. W. Seabrook School, Cumberland County, 14 years; elementary schools, Fayetteville and Broadway. Native of Cumberland County. Graduate, Fayetteville State College; M.A. degree, advanced certificate, New York University. Member of several professional organizations; nominee for Phi Delta Kappa, NYU.

Voris G. Bailey—Joined Special Education staff Aug. 1 as psychologist. Previous experience: teacher of classes for mentally retarded, several years. Native of Guthrie, Okla. Attended Wichita University; A.B. degree, Friends University, Kansas; M.S. degree, Kansas State Teachers College, Emporia.

Mrs. Sylvia G. Barnes—Joined Special Education staff July 1 as consulting psychologist. Previous experience: research instructor, N. C. State, Raleigh, 1963-64; high school English teacher, 2½ years. Graduate, Greensboro College; master's degree, additional graduate study, N. C. State, Raleigh.

Dr. Oscar U. Verlaine—Joined Special Education staff as psychologist, end of June. Previous experience: psychological consultant for

W. Braun Co., Chicago, six years; member of Harvard University faculty, three years (guest lecturer, instructor, chairman *pro tem*, Department of Public Speaking); departmental chairman *pro tem*, Williams College. Native of Ohio. Graduate of Hamilton College, did graduate work at University of Rochester; Ph.D., Northwestern University. Member, Harvard Club of Chicago, various professional organizations.

Marion Hamilton—Joined Education for Exceptionally Talented staff in mid-August as educational consultant. Previous experience: assistant professor of education, coordinator of student teacher program, St. Andrews Presbyterian College; teacher in Columbus County, Lumberton, Raleigh schools, U. S. Army Dependent Schools in France. Native of Fairmont. Graduate, Flora Macdonald College; M.Ed., University of North Carolina.

Warren Succeeds Edwards As Director of Textbooks

Appointment of Claude C. Warren to succeed Clifton T. Edwards as director of the Textbook Division, Controller's Office, was announced by the State Board of Education following its June meeting. Warren began his new duties on Aug. 1.

Edwards, who had been named to succeed Wade M. Jenkins as head of the Textbook Division on Jan. 1, 1964, resigned to become principal of the Frances Lacy Elementary School in Raleigh.

Warren had served as pupil accounting supervisor in the Division of Teacher Allotment and General Control, Controller's Office, since March, 1962. Before joining the State staff, he was a high school principal for two years and an elementary school principal for five years, in Caswell and Person counties.

A native of Person County, he is a graduate of Wake Forest College. He holds the master's degree from the University of North Caro-

Giannini Named Director Of Performing Arts School

Vittorio Giannini, internationally known composer, conductor, and teacher, was selected during the summer as the first president of North Carolina's unique "School of the Arts," which will open in the renovated Hanes high school on a 20-acre campus in Winston-Salem in the fall of 1965. Plans are being made to accommodate 400 on-campus students and 150 local students.

The school, the first of its kind in the Nation, is designed to serve talented high school and college students in the areas of the dance, drama, and music as well as academic subjects. "It is anticipated," declared Dr. James Semans, chairman of the 12-member board of trustees, "that approximately half of the enrollment of the school will be out-of-State students."

Giannini, now 60, has written seven operas and more than 50 other musical compositions. For more than 25 years he taught composition and orchestra at Juilliard School of Music, the Manhattan School of Music, and Curtis Institute. Born into a musical family, Giannini studied with Tua and Hans Letz, attended the Royal Conservatory in Milan, and also studied at Juilliard. In 1932, he won the grand prize of the American Academy in Rome.

His first opera, "Lucedia," was introduced in Munich; and in 1938 his "Scarlet Letter" opened at the Hamburg Opera with his sister in the starring role of Hester Prynne. His "Beauty and the Beast" was the first opera written exclusively for radio.

Giannini has been a frequent visitor to North Carolina, especially Brevard, and has expressed deep appreciation of the State's forward-looking attitude toward the arts. "I hope other states will imitate the Nation's first state school for the arts in order that talented youth throughout the country may have the opportunity to develop their potentialities."

lina and has done additional graduate work at Duke University.

Specialists in Five Vocational Education Areas Join Department of Public Instruction Staffs

Staff members in several areas have joined the State Department of Public Instruction's Division of Vocational Education in recent months—two in Vocational Agriculture, and one each in Distributive Education, Guidance Services, Home Economics, and Trade and Industrial Education:

Jerry B. Boone—Joined Vocational Agriculture staff Aug. 1 as district supervisor, succeeding N. B. Chesnutt. Previous experience: vocational agriculture teacher, Union High School, Herring High School, Sampson County, nine years; assistant supervisor, Veterans Farmer Training Program, State Dept. of Public Instruction; agriculture teacher, Coopers, Grantham high schools; officer, U. S. Navy, World War II (combat service in Mediterranean, Pacific). Native of Sampson County. Graduate, North Carolina State College; master's degree, NCS.

Earl M. Price—Joined Vocational Agriculture staff last fall as district supervisor; moved to Raleigh office July 1. Previous experience: vocational agriculture teacher, Dallas High School, Gaston County, 19 years; trustee, Gaston College until resigned July, 1964; three years' military service, World War II. Native of Rutherford County. Graduate, N. C. State College; master's degree, Appalachian State Teachers College; additional graduate study, N. C. State. Member of several professional organizations.

Mrs. Joan Kirby Smith—Joined Distributive Education staff last fall as assistant State supervisor. Previous experience: staff member, Wilson County Technical Institute, three years; teacher, Virginia public schools, North Carolina schools. Native of West Virginia. Graduate, Madison College, Harrisonburg,

Va.; master's degree, University of North Carolina; additional graduate work, University of Pittsburgh, University of Virginia, VPI, RPI, N. C. State. Member, Alpha Delta Kappa, several professional organizations.

Gerald W. Bray—Joined Guidance Services staff as consultant in guidance, Aug. 24. Previous experience: assistant professor of education, Purdue University, two years (supervised practicum, internship of student counselors); elementary teacher, principal, coordinator of guidance services, Caswell County schools; high school teacher, Juneau, Alaska. Graduate, Elon College; master's degree, Duke University; has completed course work for Ph.D. at Purdue University.

Mrs. Katherine Bowen Lyons—Joined Home Economics staff in January as assistant State supervisor (temporary); permanent status, July 1. Previous experience: home economics teacher; home demonstration agent; owner-operator of own business (Food Services) several years; State supervisor, Adult Education and Child Care Programs (WPA); N. C. field representative, Federal Works Agency; sponsored award-winning 4-H Clubs. Native of Albemarle County, Va. Graduate of Madison College, Harrisonburg, Va.; continuing work towards master's degree.

Vincent L. Martinson—Joined Trade and Industrial Education staff July 1 as an assistant State supervisor. Previous experience: assistant supervisor, Asheville schools; I.C.T. coordinator, Asheville; social studies teacher, Asheville, Danville, Va. schools. Native of Wisconsin. Graduate, University of Minnesota; master's degree, Appalachian State Teachers College; additional graduate work, N. C. State, UNC at Greensboro, Western Carolina College. President, Classroom Teachers, Asheville, 1963-64; member, Optimist Club, several professional organizations.

TV Math Course Scheduled For Elementary Teachers

A televised in-service course in mathematics for elementary teachers is being offered during the 1964-65 school year as a feature of the In-Service Education program of the Division of Professional Services, State Department of Public Instruction.

Designed to upgrade and update the knowledge of elementary teachers in mathematics, the TV course includes supplementary instruction in application of the knowledge to classroom instruction, said Dr. James Valsame, State supervisor of in-service education.

The course is being offered during the fall semester in the WUNC-TV (Channel 4) viewing area and will be repeated during the spring semester. It is anticipated that the TV viewing area will be expanded in January when new transmitters at Columbia and near Asheville go into operation. The programs also may be broadcast by the new educational TV station of the Charlotte-Mecklenburg Schools during the spring semester.

Administrative units outside the viewing areas may secure the course on 16mm film for viewing locally, Dr. Valsame stated.

Telecasts are scheduled Tuesdays, beginning Sept. 15, at 4 p.m. Fall semester telecasts will continue through Dec. 15; spring semester telecasts, through April 20.

Lincoln County Student Named President of NHA

Alana Holloway, incoming president of the N. C. Association, New Homemakers of America, was elected president of the National Association of New Homemakers at the organization's convention in Houston, Tex., June 8-12.

Sixteen years old and a rising junior at Newbold High School in Lincoln County, Miss Holloway has maintained a good scholastic record and has been active in many extracurricular activities. Her hobbies are sewing, art, dancing, and reading. Her ambition is to attend college and to major in psychology.

Core Conference Set at UNC

"What Knowledge is of Most Worth?" is the theme of the Twelfth National Core Conference, to be held Oct. 8-10 at the University of North Carolina.

New Mathematics, Science Publications Issued

Two new publications, *Mathematics Curriculum Guide, Grades 7-12*, and *Science, Grades 7-9*, prepared by the mathematics and science supervisory staffs of the State Department of Public Instruction, have met with enthusiastic response from educators.

Distribution of the *Mathematics Guide* (Publication No. 373) to school personnel was started in June. The *Science* bulletin (Publi-

cation No. 372) was distributed to local science supervisors, principals, and others at a series of area meetings during August. Changes in the science program for grades 7-9 were discussed at these meetings.

The 48-page mathematics guide reflects new emphases in content and methodology. It was prepared under the direction of Robert C. Clary, State mathematics supervisor, and William C. Palmer, mathematics consultant, with the cooperation of an advisory committee composed of specialists and teachers in the field.

It contains a broad introductory survey, a discussion of instructional methods, detailed descriptions of course content, and extensive lists of reference materials and aids for improvement of mathematics instruction.

The science bulletin packs a wealth of information in its 258 pages. Stressing the laboratory approach to learning and the correlation of science with other courses, it offers descriptions of a wide range of activities designed to demonstrate scientific principles, utilizing easily procured materials.

It was prepared by Y. A. Taylor, State science supervisor; and William C. Foil, Paul H. Taylor, and Harold Webb, consultants in science education.

Numerous illustrations and diagrams contribute to the usefulness of the publication. Extensive lists of references, equipment and supplies are included, as well as a number of tables, basic physical equations, measurement equivalents, and other useful basic data.

Both publications are attractive in format, printed on good-quality paper in type that is easy to read, and durably constructed. Careful attention has been given to layout, making for easy reference use.

In North Carolina last year, 115 million school lunches were served in schools operating school lunch programs with federal assistance. More than 70 percent of the students in average daily attendance were served lunches, with 1,850 schools participating, and there were over 11,000 school lunch employees.

Cabarrus Voters Approve \$6 Million in School Bonds

Cabarrus County voters gave resounding approval on August 4 to a \$6 million bond issue for school construction. The unofficial tally was 5,246 for and 1,326 against the issue.

Cabarrus County's \$2,820,230 share will be used for construction of two new consolidated high schools and renovation of a third high school. Kannapolis will use its share, \$1,208,670, to add classrooms, to modernize existing buildings, and to erect administrative and storage facilities. Concord, which will receive \$1,971,120 of the \$6 million, plans construction of a new high school, a new elementary school, renovation of the present high school building, and additions to several schools.

M. C. Brown Replaces Stell In Professional Services

Morris C. Brown, an elementary supervisor with the Wake County Schools, was named by the State Board of Education to succeed Samuel C. Stell as supervisor of teacher recruitment, scholarship, and placement in the Division of Professional Services. He assumed his new duties Aug. 5.

Stell resigned the post early in the summer to become an assistant superintendent of Robeson County Schools. He joined the staff of the State Department of Public Instruction in September, 1961, as supervisor of non-public schools and later was a supervisor of secondary education.

Brown was principal of an elementary school in Wake County for three years before becoming an elementary supervisor in 1962. Previously, he had taught general science at Goldsboro High School, Warsaw High School, and Gibsonville High School. A native of Rose Hill, he attended Campbell College, graduating from Wake Forest College in 1953 after a brief period of military service in 1952. He holds the master's degree from East Carolina College and has done additional graduate work at Duke.

Special Activities to Mark National School Lunch Week

National School Lunch Week, Oct. 11-17, will be observed throughout North Carolina with appropriate activities. This year's theme is "School Lunch Serves Youth."

Plans for the observance were launched several months ago by the N. C. School Lunch Week Committee, headed by O. L. Searing, assistant State school lunch supervisor. Local committees have planned various special activities. Promotional materials, such as brochures, posters, bumper stickers, and lapel badges are being distributed.

America's team of astronauts has strongly endorsed the nation's school lunch programs, in a statement issued through the Astronauts Office of the National Space Administration:

"We recognize the role which nutrition and a balanced diet play in the successful accomplishment of the space mission. . . . A balanced diet is also important to a nation of young, growing school children so they may absorb the knowledge necessary for pursuing careers in the space age.

"We would like to commend those people involved in planning, assembling and preparing the school lunches and we feel that their efforts will help to assure a strong nation. . . ."

President Lyndon B. Johnson has issued an official proclamation calling for observance of the week "to promote public understanding and awareness of the significance of the school lunch program." Gov. Terry Sanford is also expected to issue such a proclamation.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

Rules and regulations governing administration of a program of education by television in schools of the State were adopted by the State Board of Education on Aug. 6.

Julia Wetherington, supervisor of elementary education since March, 1938, retired on Aug. 31. Miss Marie Haigwood was named to succeed her.

Ten Years Ago, 1954

Dr. Charles F. Carroll, State Superintendent, reviewing tremendous improvement in public education in the State over a 20-year period, pointed out that there are nearly 10,000 more instructional personnel and approximately 65,000 more students enrolled than in 1933-34.

Fifteen Years Ago, 1949

The School Building Program authorized by the 1949 General Assembly to be financed by an appropriation of \$25 million and a bond issue of \$25 million, is getting under way. The new Division of Surveys will be concerned with school surveys in connection with the program, and the Division of Schoolhouse Planning, headed by W. F. Credle, will approve all building plans.

Twenty Years Ago, 1944

The entire quota of 329 school buses allotted to North Carolina by the Office of Defense Transportation is now being purchased and sent to the State body manufacturers to be equipped for delivery to schools, according to C. C. Brown, director of transportation.

Due to the poliomyelitis epidemic which has spread over a good part of the State, the State Board of Education has voted to delay the opening of the public schools until Sept. 18 or after.

Twenty-Five Years Ago, 1939

"Beginning with this number, we are giving you a printed Bulletin. We believe the mechanical make-up and general appearance can be made much better."

New College in Moore Named Sandhills Community College

It will be the "Sandhills Community College," the board of trustees of the institution to be constructed in Moore County near Southern Pines decided at a meeting the last week in July.

The trustees heard a progress report on construction plans by the architects. Contracts for construction could be let within the next two months, the board was told.

Dr. Raymond A. Stone, president of the new college, said that plans are now being made to accommodate 600 students, instead of the original estimated enrollment of 400. He explained that the higher estimate is based on area enrollment projections and State-wide experience in community college attendance.

Health Educator Takes Job As WHO Consultant in India

Miss Frances Kornegay, health educator with the State Department of Public Instruction for the past four years, left Raleigh in mid-July on her way to India, where she will take part in a massive teacher education program.

On a two-year assignment under auspices of the World Health Organization, Miss Kornegay will work as a consultant in setting up a program for training teachers in the field of health education, in cooperation with India's Ministry of Education and Ministry of Health.

Three Tar Heels Selected As Presidential Scholars

Three North Carolinians were among the 121 outstanding high school graduates named June 3 as the first group of Presidential Scholars.

Selected by a special commission appointed by President Lyndon Johnson and headed by Dr. Milton S. Eisenhower, the group of students was honored at a White House reception and each was presented a bronze medallion.

The three Tar Heel Presidential Scholars are Frances Hiller Lynch of Charlotte; Alfred Clarence McCall, Jr. of Greensboro, and Andrea Jeanne Williams of Asheville.

Advancement School

(Continued from page 1)

Students' Program

"Both experimental and established methods and materials" will be used in the instructional program, McCallister said. "The curriculum will place emphasis on intensive instruction in reading, writing, speaking, arithmetic, and study skills," and students will study the standard eighth-grade subjects in addition.

"Classes . . . will range from large lecture sessions to individual tutoring. Extensive use will be made of new instructional methods and materials—television, programmed instruction, and all audio-visual media." Many of these aids will be developed and evaluated at the school.

Through conferences with teachers, psychologists and guidance personnel, each student "will be helped to judge what he can become and achieve," McCallister said.

An all-round program will be maintained, including physical education, recreation, and health activities, and a "higher horizon" type program will be developed, utilizing the cultural and civic resources of Winston-Salem and the nearby area.

Science Supervisors Attend Area Conference at Raleigh

Thirty-seven supervisors responsible for the improvement of science in the elementary schools of 45 administrative units spent the week of August 3-7 at St. Augustine's College in a special conference, the theme of which was, "The Supervisor's Role in Improving Elementary Science Instruction."

The workshop was sponsored by the State Department of Public Instruction with support of the Southern Education Foundation, Inc. Harold H. Webb, consultant in science education in the State Department, served as director of the week-long conference.

NORTH CAROLINA PUBLIC SCHOOL

EDUCATIONAL
PRESS
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BULLETIN

OCTOBER, 1964

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Economic Opportunity Act Includes Provisions For Educational, Vocational Training Programs

Provisions of the Economic Opportunity Act of 1964 pertaining to public education were reviewed at a meeting of staff members of the State Department of Public Instruction at Raleigh on Aug. 24.

Dr. William M. Hennis, consultant in guidance, and Charles J. Law, Jr., assistant director of the Department's Division of Vocational Education, presented the summary.

Along with representatives of several other State Agencies, they participated in a conference held Aug. 17-19 at Chapel Hill. Sponsored by the North Carolina Fund, the meeting was held for the purpose of discussing how community development projects approved by the Fund, as well as the programs of the State agencies, might be correlated with programs authorized in the new Act.

Several of the new "anti-poverty" programs will have extensive educational ramifications, Hennis and Law observed: the Youth Programs described in Title I of the Act; the General Community Action Programs and Adult Basic Education Program set forth in Title II; work and training programs for unemployed parents under Title V, and the Volunteers in Service to America (VISTA) programs, under Title VI.

Principal features of specific programs called for in the Act are as follows:

Job Corps

Young men and women, age 16 to 21, will be enrolled for not more than two years' service in residence at conservation camps in rural areas or training centers in urban areas. Educational programs, vocational training, useful work, recreation, and physical training will be provided, with the aim of increasing their employability and

preparing them for citizenship. Educational and vocational training services may be provided through local public educational agencies or private vocational or technical institutions.

Work Training Programs

Young men and women, age 16 through 21, who are unemployed and who are either out of school or potential dropouts, will be given the opportunity for part-time or full-time work experience under locally prevailing conditions of employment, with the aim of enabling them to remain in school or to resume their education and to increase their employability. Federal financial assistance for State and local programs of this type (either public or private non-profit programs) is authorized. Such programs must be worked out in full cooperation with school authorities.

Community Programs

Federal financial assistance will be provided to pay all or part of the cost of community action programs in rural and urban areas. Focusing on the needs of low-income families, these programs may include employment and job-training opportunities, special remedial and other noncurricular educational assistance, counseling, vocational rehabilitation, health, housing, and welfare programs. Localities must prepare and submit comprehensive plans to qualify for such assistance. Examples of remedial and noncurricular educational programs are those designed to remedy deficiencies in reading, language use and mathematics; organization of special library services in schools or neighborhoods; establishment of and assistance to day care or nursery centers for disadvantaged children, and pre-service teacher training designed

ECC Professor Appointed To Coordinate N. C. Plans

Dr. James L. White, professor of business at East Carolina College, Greenville, was appointed State Coordinator of the Economic Opportunities Program by Gov. Terry Sanford in mid-August, just after Congress passed the Economic Opportunity Act. He assumed his new duties at the State Department of Administration on Sept. 1.

On leave of absence from his ECC position, Dr. White will work with county and city officials and with private foundations to encourage full participation in the new national programs. He conducted a series of area meetings to acquaint community representatives with provisions of the Act during the latter half of September and the first week of October.

A native of Scotland Neck, he is a graduate of Mars Hill College and East Carolina College. He received his master's and Doctor of Education degrees from Columbia University.

He is a past president of the N. C. Education Association's Division of Higher Education and of the N. C. Business Education Council and has been State adviser of the Future Business Leaders of America since 1954.

to provide understanding of the problems of disadvantaged children.

Adult Education

With the aim of providing instruction for adults in reading, writing, and simple arithmetic to increase their employability and to render them less dependent, the Adult Basic Education Program would give federal financial assistance to pilot projects conducted by local educational agencies to develop materials; to local programs for instruction of adults in public

(Continued on back page)

Superintendent Carroll Says . . .

(Excerpts from address to State PTA Convention, April 28, 1964)

Rare indeed is the American child for whom no school is readily available. Even more rare, perhaps, is the North Carolina child for whom no school is available. Insofar as putting its children in school is concerned, no populous nation has been as successful as our own. . . . But the mere enrolling of children and youth in a school is in effect only a foundational accomplishment. It is . . . Phase One or Level One in "Educational Fulfillment."

. . . This very serious business of laying the cornerstone, starting the foundations, designing the structure of our school system has—until very recent years—made it necessary that we concentrate our attention upon administration, organization and consolidation, budgets, bond issues, tax levies, construction and maintenance of buildings transportation . . . school personnel, et cetera. These essential matters were necessary and *will continue* to be necessary, but we are now in what I consider to be Phase or Level Two, when we can devote increased attention to instruction—the purpose for which all our labors have been designed. . . .

As a means of fulfilling our aspirations and objectives in education, we are thinking and we are acting as never before to the end that *all children* shall be given opportunities to fulfill their potential, whether they are the *gifted*, the so-called average, or the *handicapped*. . . . regardless of residence, race, or religion irrespective of social and economic status. . . .

We have made much progress in trying to devise educational programs for *all children*, but there is some unfinished business:

- There are *hungry children* at school.
- There are *frustrated parents*, who spend little time with their children and who are deficient in understanding the needs of children.
- There is need for more *special programs* for the *handicapped*.
- There are *emotionally disturbed children* in today's fast-changing economic and social pattern who require attention.

Furthermore, there is need now to help implement the *cultural programs* initiated by the State Board of Education "for the enrichment and strengthening of educational opportunities for the children of the State." . . .

. . . If we as parents, as teachers, as citizens want real "Educational Fulfillment" from generation to generation, . . . let us remember that such fulfillment is purchased by valiant men and women and by men and women of vision who see and who do their duty!

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CHARLES F. CARROLL
State Supt. of Public Instruction

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EDITORIAL BOARD
J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN

October, 1964

One mark of the highly creative person is his self-starting ability. The strong curiosity and exploratory tendencies of the child suggest that all or almost all children are self-starting. The problem of parents and teachers is to keep this ability alive, because it is hindered by overdetailed supervision. Perhaps too much reliance is placed upon prescribed curricula. . . . We might do better to teach fewer subjects and allow more time for self-initiated learning, for thinking creatively about the subject taught.—E. Paul Torrance

To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is, to judge in what degree it discharges such function.—Herbert Spencer

There is no greater enemy of the poverty of mind and body and spirit than education. There is no greater friend of freedom and dignity and decency than education. And there is for us no better reason for feeling optimistic than the very reasonable expectation that the light of learning will surely dispel the darkness that now makes us afraid.—Franklin P. Hawkes

There is an exaggerated notion at the moment, especially at the secondary school level, that curriculum reform is the be-all and end-all of our difficulties, with a seeming forgetfulness of the fact that the curriculum is but an educational instrument of small significance except as it derives integrity and strength and effect from the capacity of the teacher to instruct and inspire. —J. L. Morrill

A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form. —Goethe

For Immediate Attention . . .

In releasing his report to the people on "North Carolina's Need for \$100 Million for School Buildings," State Superintendent of Public Instruction Charles F. Carroll pointed out why the \$100 Million State School Bond Issue is urgently needed:

"If more of the 1,200,000 pupils and the 46,000 teachers and principals in the public schools of North Carolina are to be housed in comfortable and decent buildings, a major construction program with State aid must be undertaken now.

"If the people in the 100 counties do not choose on November 3 to use the State building aid potentially available, the total burden of the cost must necessarily be borne by the counties themselves."

There is no question that the 11,187 additional or renovated school rooms, including 7,516 regular classrooms, are needed now. These figures are based on "realistic and defensible estimates" of school building needs by local school officials as of September,

1964, "assuming desirable school organization."

There is no question that the cities and counties must bear the burden of the cost of providing these school rooms—if the voters in North Carolina "do not choose on November 3 to use the State building aid potentially available."

There is a question about how many of the State's cities and counties could go about providing for these urgent school building needs. "Many cities and counties have now reached or are approaching the statutory limit for school bond indebtedness, or are burdened with large financial obligations for other essential services," the State Superintendent's report points out.

One way or another, the school building needs *must be met, and soon*. Crippling of instructional programs and the housing of more and more pupils in overcrowded, inadequate, and obsolete facilities are inevitable unless extensive school construction and renovation programs are undertaken immediately.

Leadership Without Domination

Unwritten, yet clearly understood by personnel of the Department of Public Instruction, is the unofficial motto of the organization: "Leadership without domination; assistance without interference," to which Superintendent Carroll sometimes alludes.

Since a major portion of the work undertaken by the Department is advisory in nature, it is constantly to be hoped that its personnel are men and women with intellectual capacity, moral integrity, and skill in working satisfactorily with others.

Qualities such as these, and in the right proportion, should result in outstanding educational leadership, but never in domination. By their very nature, advisory services must be performed by those who would lead, not by those who would assume omnipotence; by those who

would reason together, not by those who would dictate; and, finally, by those who would continue to learn, not by those who would assume omniscience. Those who would dominate, particularly at the State level, can never exert genuine educational leadership!

State Department personnel, aware of their opportunities and responsibilities, are determined at all times that their leadership shall be without domination and assistance shall be without interference. To accomplish this goal with increasing effectiveness, there must be continuing cooperation in the areas of planning and evaluation between those who would lead and those who ask for leadership. In an atmosphere such as this, leadership becomes synonymous with growth and progress for everyone involved.

In The Right Direction

Educational leadership, no matter at what level, is more and more becoming what the phrase should imply:

- Skill in defining purposes which are realistic, genuine, and acceptable in terms of *all* students;
- Skill in identifying needs which are immediate and long-range for *all* students;
- Patience, determination, and enthusiasm for finding those ways through which purposes and needs are best met for *all* students;
- Wisdom to repeat the process as purposes need to vary, as needs themselves change, and as experience and insight suggest more effective ways of individually assisting *all* students.

Superintendents, for example, are constantly reminding themselves that their first obligation is that of being educational leaders. Increasing appreciation for this point of view is not only raising the prestige of the superintendency throughout the Nation but is also resulting in schools which are better educational institutions.

Principals and supervisors, more aware than ever before of their roles as educational leaders, are attempting to plan and execute school programs which have meaning and value for all students. Teachers, too, recognizing their leadership potentialities, are assuming increasing initiative for tailoring content and techniques to suit individuals whose needs, interests, and aspirations have legitimate and wide variations.

School board members, no less than superintendents, principals, supervisors, and teachers—with more regularity and frequency than ever—are dealing with educational matters in a manner which becomes responsible leaders. In like manner, other lay citizens, with high purposes and genuine interest in education, are seeking to assert themselves more effectively by accepting increasing leadership for better schools.

Gifted Students Find Challenges, Opportunities In Second Year's Program of Governor's School

It had been a strenuous, enjoyable and rewarding seven weeks, students and faculty members agreed as the second summer's program of the Governor's School of North Carolina came to a close on July 30.

This year, 406 gifted Tar Heel high school students and 35 faculty members participated in the unusual summer school on the Salem College campus in Winston-Salem. Operated as a public school by the State Board of Education, the Governor's School is being financed in its first three years of operation by substantial grants from the Carnegie Corporation and from foundations and industries in Winston-Salem.

Experience Helped

Dr. Joseph M. Johnston, Superintendent of the school, appraised the second year's program as "in all respects at least as successful as the first year's."

"We were able to profit from the experience of the first year's operation and to make adjustments in the curriculum and structure of the program which we thought were beneficial to the students," he said, after returning to his office in the Education Building at Raleigh. He also is director of the Teacher Merit Pay Study and supervisor of curriculum development in the State Department of Public Instruction.

Attracting Attention

Indications of the widespread interest the new school is arousing are the number of inquiries regarding the program from other states; the establishment of a similar school for gifted students in Georgia and plans for such schools in other states; and the increased number of visitors to the campus (more than 400 this year).

There was a broader geographical representation this year, Dr. Johnston observed, with students coming from 95 of the State's 100 counties, as compared with 85 counties last year.

The curriculum was basically the same as last year's, with Area I courses in English, foreign languages, mathematics, natural science, social science, art, choral and instrumental music, drama and dance; and the broad Area II survey course, "Essential Ideas." A new course (Area III, "Self and Society") was added this year for the academic students. This course was designed to explore the challenges often encountered by the intellectually gifted in a more or less anti-intellectual social environment, Dr. Johnston said.

Research Program

An intensive research program aimed at appraising the aptitudes, attitudes and other personality traits of the students, as well as their reactions to the school, was conducted by Dr. Eugene Burnette, now supervisor of the education for the exceptionally talented, State Department of Public Instruction, and Dr. George Welch of the University of North Carolina's Psychology Department.

Preliminary evaluation of the results of several of the nine tests administered to all the students accords with the findings of other studies that gifted students are generally superior in other personality traits and that they are quite realistic and not "conceited," contrary to popular opinion, Dr. Burnette observed.

Students' Response

Students' responses on a special sentence-completion test were generally candid, the investigators felt. They indicated a predominantly favorable attitude to the school's faculty, decided interest in the classes and other features of the school, and appreciation of its atmosphere and the encouragement of freedom and independence. Area I courses were generally preferred to the Area II and III courses.

An indication of the amount of work done by the students was provided by their responses to a questionnaire. The average number of pages read per week by the total student body was 277; by the

Rutherford County Voters Approve College Bond Issue

Rutherford County voters gave overwhelming approval to a \$500,000 bond issue for construction of a \$1 million community college facility and a tax increase to support the college's operations in a special referendum on Sept. 5.

The bond issue was approved by an 18 to 1 margin, the unofficial tally being 7,274 to 408. The vote on the tax increase was 7,106 to 493.

Prior to the referendum, the Rutherford County Community College Steering Committee had selected a 140-acre site in the Oakland community for the college.

The present industrial education unit at Avondale will become a part of the new college.

academic students, 334; and by the performing arts students, 186. The average number of hours spent by academic students in extra-class reading was 9.2 hours per week, and the average number of hours spent by performing arts students in reading and practice outside of class was 20 hours.

Faculty Comments

A review of faculty members' evaluation of the program by C. Douglas Carter, principal of the school and director of special education for the Winston-Salem/Forsyth school system, reflected general similarities to the students' reactions.

Among other things, Carter said, faculty comments indicated that the amount of reading and study required of students was excessive; that the Area II and Area III programs need to be carefully evaluated; and that the process of selecting performing arts students could be improved.

Other staff members of the State Department of Public Instruction taking part in the school's program this year were J. Dixon Emswiler, supervisor, Girvin Kirk, and Donald G. Hayes, regional consultants, Education for the Exceptionally Talented; Mrs. Joan Price Newman, supervisor of English; and Miss Thelma Lorraine Cumbo, consultant in guidance.

New Certification Program Seen as First Step Toward Public School Kindergartens in State

A program for State certification of nursery and kindergarten teachers was approved by the State Board of Education at its August meeting.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, described the action as the first step toward establishing kindergartens in the public schools of North Carolina. He noted that it would be to the State's advantage to begin building up a corps of certified kindergarten teachers against the time when they are needed.

Reiterating the widely-shared belief of educators that public school kindergartens are increasingly essential, Dr. Carroll declared: "We feel that many dropouts are under way long before the child ever en-

ters school because he is ill-prepared and without the background necessary to make school a meaningful experience."

"If we're really going to tackle the dropout problem, we need to get it in its initial stages—at the pre-school level," he said.

Dr. J. P. Freeman, director of the State Department's Professional Services, emphasized that the Board would not ask private nursery schools to require the certificate. "But I think many of them will be happy for some kind of a standard against which to measure the qualifications of teachers," he observed.

The first step in obtaining qualified teachers, Dr. Freeman explained, is the certification program, which offers colleges and universities guidelines for establishing courses to train students to teach at the pre-school level.

Several colleges and universities, anticipating the board's action, already have begun planning pre-school teacher education programs. Dr. Carroll stated that in 12 to 15 months the new curriculum should be available at a number of colleges and universities in the State.

Actually, Dr. Carroll observed, North Carolina already has embarked on public education at the pre-school level, with its Summer Readiness Programs, linked to the Comprehensive School Improvement Project.

The need for these programs, he said, simply points up the need for broader pre-school programs and for a corps of teachers qualified in this area. Not only culturally disadvantaged children, for whose benefit the Summer Readiness Programs were mainly designed, but all children deserve and need the sort of head start that kindergartens give, he said.

North Carolina is one of the few states which do not already have a public school kindergarten program.

Vagabond Players Schedule Fall Tour of Performances

Sixty performances of "The World of Carl Sandburg" by the Vagabond Players are being scheduled in public secondary schools of North Carolina this fall.

"A similar tour of performances conducted in the spring of 1964 met with such enthusiastic response that this additional series is being planned for those schools which were unable to be scheduled previously," said Mrs. Joan Price Newman, State supervisor of English, who is coordinator of the project.

The dramatic troupe's tour will begin Oct. 28 and run through Dec. 11. It is being sponsored by the State Board of Education and there will be no cost to participating schools.

Professional Group

The Vagabond Players, North Carolina's oldest Equity professional acting company, came to Flat Rock in 1940. Since 1952, they have operated in the Flat Rock Playhouse, located on the historic rock from which the town derives its name. They have previously performed in schools under local sponsorship in western North Carolina and have toured into 10 Southeastern states.

"In performing 'The World of Carl Sandburg,' written by Norman Corwin," Mrs. Newman stated, "they are presenting a brilliant and well-balanced selection of excerpts from the Flat Rock author's magnificent array of stories, commentaries, poems, and folk songs. All of this is performed with stage movement and action."

Nationwide Tour

"The World of Carl Sandburg" toured the United States for a year with Bette Davis and Gary Merrill as star players, then enjoyed a Broadway run with Miss Davis and Leif Erickson in the leading roles.

The Vagabond Players' presentation is directed by Robroy Farquhar, managing director and founder of the dramatic group. For the past 15 years, he has also directed the Little Theatre at Brevard, N. C.

New Publication Describes Educational Planning Steps

Educational Planning, the first of a series of school planning guides to be issued by the Division of School Planning, State Department of Public Instruction, was distributed to school administrators throughout the State following its publication in July.

The attractively designed 57-page publication was prepared under the direction of Dr. Dwayne E. Gardner, educational consultant, with the cooperation of Marvin R. A. Johnson, design consultant, and Mrs. Ann Williams Gray, graphic artist (all members of the Division's staff), and a committee representing the N. C. Education Association's Division of Superintendents.

It includes discussions of the educational planning; authority and responsibility; basic concepts of education; and a breakdown of the steps involved in adequate educational planning.

The appendices list sources of study information, describe the steps in setting up a pupil population chart, and provide sample checklists, time schedules, outline forms for planning surveys, and general construction data.

Community College Educators Urged to Overcome Momentum of Tradition in Meeting Special Needs

Community colleges, industrial education centers, technical institutes, and similar institutions have a distinctive and vital role in the progress of public education toward the democratic goal of universal education.

Dr. B. Lamar Johnson, professor of higher education at the University of California, and Dallas Herring, chairman of the State Board of Education, stressed this theme in addressing more than 500 staff members from the 33 institutions in the State's growing community college system at a Professional Staff Orientation Conference the last week in August.

Special Objectives

Dr. Johnson said he is telling people in other states about the North Carolina program, "because it is of national importance and deserves national attention." Taking exception to the idea that "educational excellence" is a characteristic of only a few institutions of higher education, he told the educators that "we must accept the point of view that each institution can develop its own excellence" in terms of serving community needs with realistic programs designed "to permit each individual to be educated to the level of his highest potential."

Herring also stressed the need for accepting such a point of view. The community college system must overcome "the momentum of old ideas," and the failure of "traditionalists" to understand the objectives of the newer institutions, he declared.

"It may be shocking to the traditionalists that any institution bearing the name 'college' would stoop so low as to conquer ignorance, but is it a better thing that ignorance be left unconquered?" he inquired.

Various phases of the State's community college program were discussed by Dr. I. E. Ready, director of the Department of Community Colleges; Dr. Gordon B. Pyle, assistant director, who is in charge of the department's College Par-

allel Division; Ivan E. Valentine, assistant director, Vocational-Technician Division, and Dr. Monroe C. Neff, assistant director, General Adult Education Division.

Types of Programs

At an earlier orientation conference, held June 7-8 at Chapel Hill, for trustees and administrators of the same institutions, Dr. Ready discussed the characteristics of the three types of institutions as defined by State law and regulations and policies set forth by the State Board of Education:

"Under the Law, the industrial education center is defined as an institution having a vocational program, and it may offer the general adult education program. The State Board of Education, however, has said that it must have both types of programs.

"The technical institute has the same two programs offered in an IEC, plus a technician program which includes the two-year associate degree occupational programs. In these two-year programs, the entrance requirements are higher; a person has to have a high school diploma or its equivalent. These programs are not transfer programs. Rather, they are designed to prepare a person for employment.

"The whole range of opportunity is provided in a community college. It offers all the programs that the IEC and the technical institute offer, plus the two-year college parallel program.

"... Each of the three types of institutions offers a vocational program. This program consists of one-year trade level curriculums for full-time and part-time students."

"Short courses are also a part of the vocational programs," Dr. Ready explained. These include short and intensive training courses for machine operators; supervisory training, aimed at upgrading supervisors in industry; and a wide variety of "updating" courses for employed adults.

Parisian Linguist Joins State Staff as Consultant

Madame Yvonne Vukovic, a native of Paris, France, has joined the State Department of Public Instruction for the school year 1964-65, through provisions of the Fulbright-Hays Act. Madame Vukovic is one of 15 specialists brought to the United States this year by the Department of Health, Education, and Welfare, and one of three specialists in French.

"Since 850 of the 1,100 modern foreign language teachers in North Carolina are teachers of French, we believe that the securing of a native French person for a year will be of great benefit to our State," declared Mrs. Tora Ladu, supervisor of foreign languages for the State Department.

While in North Carolina, Madame Vukovic will assist with conferences and workshops, and in the preparation of instructional materials. During the past year Madame Vukovic studied new methods and materials developed in St. Cloud, France, at the Center for Research and Study for the Diffusion of French (CREDIF).

For three years, 1959-62, Madame Vukovic taught in New York State and in Massachusetts, where she took initiative in preparing materials for the language laboratory. Two of these years were with the Fulbright program.

Madame Vukovic's husband, an architect in Paris, received his M.A. degree last year from the Massachusetts Institute of Technology.

Teachers and students of French throughout the State are to be congratulated for having this unusual opportunity to work with a Parisian teacher of outstanding knowledge, skill, and enthusiasm. The State Department, too, is to be congratulated because of its alertness, foresight, and determination in having a modern language department second to none in the Nation. No doubt, Madame Vukovic is happy also; for as she works with North Carolina teachers she herself will become more capable. Everything about this program seems exactly right!

Davis Reviews Trends, Areas of Major Concern In Administration of Tar Heel Public Schools

"Emerging Concerns in School Administration" was the subject of an address by A. C. Davis, Controller, State Board of Education, at the Superintendents Conference held at Mars Hill College the last week in July.

Touching on a wide range of administrative matters, he stressed several trends and areas of concern.

School Districts

In the area of school district organization, he said, "the present legal definition of a district does not meet the administrative needs of the schools unless the territory included in a district is large enough to cover the attendance area of the high school and all other schools . . . that feed the various high schools." This is due to reorganization of schools "from predominantly union schools to separate elementary, junior high and high schools . . . each serving different attendance areas."

Descriptions of the boundaries of school districts should be included in resolutions adopted by county boards of education concerning modification of district boundaries; and those counties which do not now have a description of the district boundaries within the county should establish these, Davis urged. He also noted that "records at the State level of boundaries of city administrative units are not complete," as many of these boundaries "have been changed by a vote of the people since they were originally established."

Teacher Allotment

Turning to teacher allotment, he observed that the new allotment formula used in 1963-64, "on the basis of projected attendance and contagion rather than attendance and contagion for the prior year" apparently "represents considerable improvement over the previous formula and comes remarkably close to placing teachers where the pupils are." Under the new allotment plan, 117 positions were allotted after the opening of

school, "a considerably smaller number than in previous years," he noted. One position was allotted for each 27.79 pupils in attendance for the best six months out of the first seven months of the year; the county unit average was one position for each 27.7 pupils, the city unit average, one for each 27.83.

"There is need for additional teaching positions in our schools for the benefit of children of all ability levels," Davis declared, "and these should always be evaluated together." He noted that the national average of pupils per classroom teacher in public schools in the fall of 1962 was estimated at 25.7, while the estimate for North Carolina was 28.8, with the State ranking 46th in the nation.

UFE Recommendations

As to the recommendation of the United Forces for Education that the number of pupils now assigned per teacher in grades 1-3 be reduced by three, with the number assigned in grades 4-12 to be reduced by one, Davis stated that "to accomplish this goal by the means of a separate teacher allotment for the first three grades . . . would create numerous administrative problems, since our elementary schools are not organized with this division." He suggested that in the event the additional positions are provided, the adjustment could be implemented by changing the allotment formula, together with a regulation concerning placement of additional teachers in grades 1-3.

"The changes in the allotment formula . . . and the proposed reduction in the load in the high schools would require approximately 2,633 additional positions and is estimated to cost \$26,178,000 for the biennium at present salary levels," he stated.

Plant Operation

Following a discussion of salary schedules and sick leave procedures, Davis turned to problems relating to school plant operation, emphasizing "the lack of sufficient

Museum Adds Lecture Hall, Library, Research Rooms

The Museum of Natural History in the N. C. Department of Agriculture building at Raleigh has remodeled sections of its quarters on the mezzanine floor to provide reference library space, a collections research room, and a lecture hall, all to be completed soon.

Harry T. Davis, director of the museum, said that the lecture hall will provide space where school groups and other groups can assemble to receive instructions on special interest items for which they can look while visiting the three floors of the museum. It can also be used as a special exhibit hall and for demonstrations.

qualified custodial help to provide adequate janitorial service." This is primarily due, he said, to "the sub-standard salaries paid to the majority of janitors and maids, compared with other gainful employment."

"State law requires private business to meet minimum wage standards," he declared. "In view of this, how can we justify continuing to pay many janitors on a basis less than this minimum standard? It appears that we need to establish a minimum monthly salary for janitors and maids."

Bus Service

Focusing on the improvement of school bus service, he offered a number of specific suggestions aimed at reducing overloading of school buses, the time required to transport students to and from school, and the number of school bus accidents.

He also observed that more and more school systems will be turning to dual transportation, with elementary and high school students being transported to separate school campuses, because of the trend to further consolidation of schools, the establishment of junior high schools in rural and suburban areas, and the variance in the length of the elementary and high school days.

State School Facts

OCTOBER, 1964

NORTH CAROLINA PUBLIC SCHOOLS NEED 11,187 ROOMS, SURVEY SHOWS

Each of North Carolina's 171 county and city school systems needs new buildings or major renovations of existing school facilities.

Altogether, 11,187 additional or renovated school rooms of various types, including 7,516 regular classrooms, are needed now to provide adequately for the State's increasing pupil enrollment and for its strengthened and expanded program of instruction.

Statewide Survey

These figures are based on "realistic and defensible estimates" of building needs, "assuming desirable school organization," reported as of September this year by all county and city boards of education and superintendents to State Superintendent of Public Instruction Charles F. Carroll.

In addition to the 7,516 regular classrooms, county and city boards of education report that they need 536 libraries, 484 shops, 575 laboratories, 294 home economics rooms, 482 music rooms, 385 multi-purpose rooms, 388 lunchrooms, 236 auditoriums, and 291 gymnasiums, for a total of 11,187 rooms.

County and city boards of education propose to build a total of 9,775 new rooms to meet the present needs, 5,221 on new sites and 4,554 on existing sites. Major re-

School Administrative Unit	Rooms Needed Sept. 1964	Change in Pupil Enrollment 1949-64	Change in Teaching Personnel 1949-64	Unit's Share of Bond Money	School Administrative Unit	Rooms Needed Sept. 1964	Change in Pupil Enrollment 1949-64	Change in Teaching Personnel 1949-64	Unit's Share of Bond Money
Alamance	156	3,210	135	\$1,055,597.06	Jones	81	208	21	280,512.72
Burlington	146	4,434	197	809,348.19	Lee	42	225	25	336,687.40
Alexander	11	428	30	345,253.37	Sanford	42	2,133	87	302,964.56
Alleghany	67	10-	10-	159,777.74	Lenoir	66	2,298	145	759,845.94
Anson	41	604-	5-	334,523.37	Kinston	90	2,844	113	551,828.31
Morven	1	177-	1	99,004.49	Lincoln	38	705	55	420,363.33
Wadesboro	39	480	28	200,353.35	Lincolnton	26	617	30	220,731.32
Ashe	56	486-	14	453,996.00	Macon	19	444-	16	324,334.38
Avery	62	558-	17-	298,997.17	Madison	143	939-	13-	354,180.00
Beaufort	56	129-	13	475,275.66	Martin	92	515	68	715,753.78
Washington	67	1,389	62	390,337.38	McDowell	64	460	38	347,417.40
Bertie	56	7-	41	628,831.80	Marion	13	501	29	270,864.75
Bladen	91	768	67	782,478.12	Mecklenburg	352	38,091	1,827	5,676,978.81
Brunswick	69	970	47	506,473.79	Mitchell	17	204-	11	310,087.84
Buncombe	121	3,986	204	1,657,288.29	Montgomery	68	796	41	449,307.27
Asheville	62	3,188	146	883,015.46	Noire	121	812	62	613,683.57
Burke	132	1,642	100	694,564.29	Pinehurst	28	159	10	74,929.63
Glen Alpine	9	432	21	127,136.91	Southern Pines	19	133	38	144,990.18
Morganton	52	581	30	243,183.16	Nash	113	1,589	115	1,177,594.40
Cabarrus	125	1,495	86	673,464.97	Rocky Mount	44	2,354	137	630,544.99
Concord	74	1,310	63	377,623.69	New Hanover	64	5,572	242	1,510,855.42
Kannapolis	33	352	38	499,891.53	Northampton	109	698	55	704,392.61
Caldwell	74	2,415	130	920,886.03	Onslow	78	7,677	313	1,097,653.62
Lenoir	8	559	23	231,010.48	Orange	30	883	65	402,960.90
Camden	6	341	13	126,505.74	Chapel Hill	70	2,660	135	345,253.37
Carteret	245	2,490	99	593,125.26	Pamlico	55	187	15	239,396.10
Caswell	47	27	35	503,047.41	Pasquotank	16	783	33	203,509.23
Catawba	64	2,314	123	769,493.92	Elizabeth City	17	954	52	330,465.81
Hickory	32	2,745	120	598,805.85	Pender	87	391	43	466,709.69
Newton	3	1,030	46	250,576.94	Perquimans	34	172	20	214,329.39
Chatham	119	1,708	95	640,914.32	Person	166	835	60	614,495.09
Cherokee	17	530-	5-	142,375.31	Pitt	235	1,604	136	1,218,801.19
Andrews	23	163	3	104,414.57	Polk	60	2,534	102	484,562.96
Murphy	17	4-	9	130,743.64	Polk	24	93-	14	175,827.65
Chowan	7	73-	3	81,061.05	Tryon	10	60	8	81,872.57
Edenton	14	535	35	201,164.86	Randolph	103	2,691	128	875,441.35
Clay	6	166-	3	120,374.31	Asheboro	35	1,959	96	417,568.12
Cleveland	90	2,567-	27-	733,787.38	Richmond	15	44-	20	418,199.30
Kings Mountain	77	2,594	101	374,557.97	Hamlet	50	784	41	288,357.34
Shelby	51	1,953	104	422,707.70	Rockingham	83	1,016	49	255,626.35
Columbus	61	968	96	1,011,144.23	Robeson	75	2,330	201	1,327,543.80
Craven	35	805	40	279,881.55	Fairmont	9	160-	4	192,328.40
New Bern	151	3,392	154	721,795.04	Lumberton	73	2,038	89	389,886.54
Cumberland	97	2,648	104	459,766.76	Maxton	35			119,111.96
Fayetteville	167	12,585	445	1,651,247.03	Red Springs	6	273	16	152,383.96
Currituck	147	7,117	288	946,944.59	Saint Pauls	42			181,327.90
Dare	6	337	17	135,161.87	Rockingham	12	509-	7-	482,128.43
Davidson	38	1,75	1	112,439.53	Leaksville	60	639	34	414,051.57
Lexington	36	3,820	164	952,895.68	Nadson	20	1,318	60	217,845.95
Thomasville	42	2,108	90	462,922.64	Reidsville	84	1,548	82	393,312.92
Doyle	19	1,509	58	339,933.45	Rowan	57	2,946	187	1,188,324.39
Swain	26	825	29	352,015.97	Salisbury	37	881	33	380,599.23

building needs exist, are included in a special report entitled "North Carolina's Need for One Hundred Million Dollars for School Buildings," issued by Dr. Carroll in September. This publication was distributed to school administrators, news media, civic groups, and other organizations throughout the State.

Also contained in the report is a list of the amount of funds allocated to each school unit under provisions of legislation enacted by the 1963 General Assembly calling for a referendum on the proposed \$100 million School Construction Bond Issue, which was later scheduled for November 3, 1964.

The legislation provides that the money shall be distributed to the county and city school administrative units on the basis of each unit's average daily membership for the 1961-62 school year, and upon approval by the State Board of Education of plans of expenditure and school organization submitted by county and city boards of education.

In releasing the report, Dr. Carroll expressed the opinion that the information confirms the judgment of the 1963 General Assembly that there is an acute and continuing need for new and renovated schoolhouse construction, and that the State should aid the counties and cities in this emergency.

He observed that the bond issue is urgently needed because many cities and counties have now reached or are approaching the statutory limit for school bond indebtedness, or are burdened with large financial obligations for other purposes.

5	4	35	40	4
61	17	497	388	346
717	346	6,604	16,355	1717
249	249	4,998	1,121	90
52	52	1,178	1,026	46
101	101	631	884	61
18	18	111	1,588	83
44	44	749	1,527	69
64	64	1,266	1,427	81
8	8	73	276	85
25	25	38	1,902	80
80	80	392	392	11
166	166	438		

Asheboro Research Project Aimed at Improving Quality of Instruction, Curriculum Planning

A pioneer research project which may benefit other school systems of similar size and character will be launched by the Asheboro City Schools in the near future.

School Officials Win Praise For Prompt Emergency Plan

Destruction of the Forest City Elementary School by fire on Aug. 24, just three days before the opening of school, called forth quick and decisive response by school officials to meet the emergency situation.

Plans for reassigning the school's 750 students to other schools in the area were mapped in detail at a meeting of the school board which began at 3 a.m., while the school was still burning. By 8 a.m., workmen were already busy preparing rooms at three other schools to house the school-less students.

An editorial in the Forest City Courier praised Rutherford County Superintendent Forrest A. Hunt and Robert Gammon, principal of the burned school, the board members, and school personnel for their tireless efforts in working out the emergency plans. Hunt, in turn, expressed appreciation for the cooperation of principals, teachers, and many others who volunteered their services.

Early unofficial estimates set the loss at nearly \$500,000. The building was insured for \$235,000, Superintendent Hunt said. The school was built in 1921.

Forest City Fire Chief Bob Harrill said the fire apparently started in the basement of the school and swept up through the ceilings to the top floor.

Forty-five volunteer firemen, aided by local police, sheriff's officers, rescue units, school and college students and other volunteers, fought the fire for nearly three hours. No injuries were reported.

Cooperation wasn't limited to local citizens, the newspaper editorial observed. A telephone call to the State Department of Public Instruction brought assurance that new textbooks would be there in time for the first day of school.

Made possible by \$37,500 in contributions from eight local firms, the three-year project is aimed at significant improvement of instruction and curriculum in grades 7 through 12.

Under the Asheboro Plan, teachers of outstanding talent and ability will be assigned as directors of instruction in five basic academic areas. Each will be expected to work with all teachers in the particular subject area toward the improvement of instruction and strengthening of curriculum.

State Superintendent Charles F. Carroll, expressing "unusual interest" in the research project, told the Asheboro Board of Education that to his knowledge, no other city or county school unit has undertaken just such a project.

Asheboro Superintendent Guy B. Teachey said the entire project is based on the assumption that all pupils, regardless of levels or types of abilities, deserve equal attention and opportunity; it is comprehensive, rather than limited to certain groups of pupils.

It is expected that "the project will make it possible to take full advantage of outstanding talents and abilities which have not been utilized to that degree in the past," according to a statement by the Board of Education.

Each teacher appointed as a director of instruction must hold a master's degree in the subject area he is assigned to, must have had several years of highly successful teaching experience, and must have demonstrated the ability to direct curriculum study.

Only persons with unusually high qualifications will be considered for appointment, Teachey said, and since these people will have to be sought out, there may be some delay in implementing the plan.

He emphasized that the entire cost of the project has been underwritten by eight local firms and industries and that no general appeal has been made to the public for financial support.

Foundation Offers 1965-66 Fellowships for Teachers

More than 70 high school teachers throughout the nation will be awarded John Hay Fellowships for 1965-66 to enable them to pursue studies in the humanities at one of six major universities.

Candidates for the fellowships must not be over 55 years of age and must be permanent instructors whose major responsibility is classroom teaching in grades 10, 11, or 12. Other eligibility requirements include a minimum of a bachelor's degree from an accredited institution, and at least five years' teaching experience (two years in the present employing system).

These fellowships provide stipends equal to the teacher's salary during the fellowship year, less any sabbatical or other pay which the school provides.

The six universities designated for 1965-66 are the University of California at Berkeley, the University of Chicago, Columbia, Harvard, Northwestern, and Yale.

December 1 is the deadline for filing applications. Correspondence should be addressed to Charles R. Keller, Director, or Bernard S. Miller, Associate Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York, N. Y.

The program, established by the John Hay Whitney Foundation, operates under a grant from the Ford Foundation.

Scotland Board Approves Bond Issue of \$1.75 Million

The Scotland County Board of Commissioners on Aug. 24 unanimously approved the issuance of \$1,750,000 in school construction bonds, pursuant to the referendum held March 3, 1964, in which approximately 60 percent of the voters approved the bond issue and the merger of the Laurinburg City and Scotland County administrative units.

The referendum was scheduled in keeping with an act to provide for the merger of the school systems which was enacted by the 1963 General Assembly.

Four New Staff Members Join State Department

Four new staff members joined the State Department of Public Instruction during September, and a fifth staff member who had been away for 11 months on educational leave returned to a new assignment.

Calvin L. Criner succeeds Dr. Ben H. Hackney as supervisor of non-public schools. During the past year, Criner taught in the Chapel Hill schools while engaged in graduate study at the University of North Carolina. For several years, he was chairman of the Division of Human Relations and Bible, Lees-McRae College, Banner Elk, N. C. A graduate of Lees-McRae and Appalachian State

Burnette Named Supervisor Of Education for Talented

Dr. Eugene Burnette, formerly consultant in education of the mentally retarded with the Special Education section, has been named to succeed J. Dixon Emswiler as supervisor of Education for the Exceptionally Talented. He assumed his new duties on Sept. 14.

Emswiler, who had held the supervisory position for three years, resigned to accept a fellowship to attend the Academic Institute on the Gifted at the University of Illinois during the current academic year. He will be continuing work toward his doctoral degree at the University's Urbana campus.

Dr. Burnette joined the Special Education staff as a psychologist in September, 1962. His previous experience included research work at Johnston Training and Research Center, Bordentown, N. J. and at Cloverbottom, a home for the mentally retarded in Nashville, Tenn. He was principal of an elementary school in Chattanooga, a consultant in psychology and mental retardation in Columbia, Tenn., and coordinator of the Orthopedic Center at Chattanooga.

A native of Cumberland, Tenn., he received his bachelor's and master's degrees from the University of Chattanooga and his doctoral degree from George Peabody College.

Teachers College, he holds the M.A. degree from George Peabody College.

Gordon Reece Howell, Jr. joined the Special Education staff as a consultant in education of the mentally retarded. For the past 10 years, he was on the staff of the Caswell Center at Kinston, since 1958 as director of its Trainable Program. He previously taught science at Grainger High School in Kinston. A native of Jefferson County, Ala., he is a graduate of Atlantic Christian College, Wilson, and holds the M.A. degree from East Carolina College.

George G. Shackelford, Jr. joined the School Health and Physical Education staff as consultant in health education. He taught health and physical education at Mebane High School for 11 years and at Eastern High School, Alamance County, for two years. A native of Newport News, Va., he is a graduate of Elon College and holds the M. Ed. degree from the University of North Carolina.

Clifton B. Belcher, formerly director of extension programs at the Durham Industrial Education Center, joined the Distributive Education staff, Vocational Education Division, as assistant State Supervisor. He has been a distributive education teacher at Durham High School and at John Marshall High School, Richmond, Va. His business experience includes employe and managerial positions with Sears, Roebuck and Co. at Durham and Talheimer's at Richmond. He is a graduate of the Richmond Professional Institute of the College of William and Mary and is continuing graduate work at the University of North Carolina.

Charles I. Jones has returned to the Vocational Education Division after 11 months' educational leave during which he was engaged in a graduate program in adult education at Florida State University. He is now assistant supervisor of Diversified and Comprehensive Vocational Education.

Planetarium Show Ties In With Earth Science Course

"The Earth in the Universe," a program of special interest to students in earth science classes, is currently being presented at the Morehead Planetarium on the University of North Carolina campus at Chapel Hill.

The program, which is correlated with the new eighth grade earth science curriculum in astronomy, was initially presented on Oct. 6 and will continue through November 23. Through the use of the Planetarium projector, it dynamically shows the three basic earth motions, the apparent motions they cause, and the location of the earth relative to other objects in space.

This program is scheduled for school groups on Wednesdays, Thursdays, and Fridays at 11 a.m., 1 and 4 p.m., by advance reservation only. It is also being offered, without reservations, every evening at 8:30 p.m.; on Saturdays at 11 a.m., 1, 3, 4 and 8:30 p.m., and Sundays at 2, 3, 4, and 8:30 p.m.

Also being offered during this period is a program called "Exploring the Sky," which shows the students what constellations, bright stars and planets to look for in the current night sky. This program is offered at 8 p.m. on Wednesdays, Thursday, and Fridays. Both programs may be attended on the same day.

Hackney Named to Faculty

Dr. Ben H. Hackney, Jr., who had been with the State Department of Public Instruction as supervisor of non-public schools since 1962, resigned Aug. 31 to become assistant professor of education at Charlotte College.

He received the Ph.D. degree from the University of North Carolina in June. Prior to joining the State staff, he was principal of an elementary school at New Bern.

Charlotte College, about to become a four-year college, added nine new faculty members for the 1964-65 academic year, and two new deans were named in mid-July.

Report Shows Steady Rise in Number of Adults Gaining High School Equivalency Certificates

More and more adults in North Carolina are availing themselves of the opportunity to qualify for the High School Equivalency Certificate by taking the General Educational Development (GED) Tests.

A statistical report prepared by James M. Dunlap, consultant in testing and pupil placement, State Department of Public Instruction, shows that there was a steady increase in the number of such certificates issued by the Department during the fiscal year July 1, 1963-June 30, 1964, and that there was a total increase of more than 50 percent over the previous year.

During 1963-64, the report shows, a total of 2,157 certificates was issued by the Department, as compared with 1,402 the previous year. As has been true since 1961, Dunlap said, more service personnel than civilians are taking advantage of this opportunity. There were 1,173 certificates issued to service personnel in 1963-64 and 984 to civilians; the previous year's totals were 759 and 643, respectively.

"Certificates have been mailed to armed forces personnel throughout the world from the Berlin Wall to Saigon during the past three years," Dunlap said.

Civilians apply to take the GED Tests through their local school superintendents and are tested at one of the 14 testing agencies at colleges throughout the State. Members of the armed forces who are residents of North Carolina apply through their education officers.

Those who do not make the scores required for certificates the first time they are tested have another opportunity to take the tests after a period of six months. "Many applicants do try again after further study and are successful," Dunlap stated.

The report shows that the proportion of those taking the GED Tests who passed them was approximately the same for the past two years—about 75 percent. The

percentage of civilians taking the tests and not passing was considerably higher than the percentage of service personnel not passing.

The total certificates issued each quarter in 1963-64 increased steadily, with 490 the first quarter, 536 the second, 562 the third, and 569 the fourth. The number of new clients during the year rose from 715 the first quarter, to 1,084 the second, 1,196 the third, and 1,437 the fourth quarter. The total number of new clients in 1963-64 was 4,432, while the previous year, the total was 2,431.

Both civilians and military personnel take the tests for the same purposes—to qualify for opportunities in higher education, to qualify for employment or promotion, or for personal satisfaction.

Dunlap emphasized that there are no requirements as to formal schooling but that there is a correlation between the amount of schooling the applicants have had and their scores on the tests. Enrollment in some course or school is not a prerequisite for taking the tests, though refresher courses would probably prove beneficial to many applicants.

Any person who is not a high school graduate may apply for and take the GED Tests if he is at least 21 years old; is a resident of the State (having resided in the State at least 12 months prior to application); and has a definite vocational or educational purpose.

The High School Equivalency Certificate is recognized by industry, agencies of the government, employers, colleges, and other organizations and institutions as the legal equivalent of a diploma from an accredited high school. It is issued by the State Department of Public Instruction directly to the individual.

What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation? —Cicero

Burke College, Cape Fear Institute Presidents Named

The State Board of Education, at its September meeting, approved the election of presidents for two institutions in the State's Community College system.

Dr. Herbert F. Stallworth of Tallahassee, Fla. was named president of Burke County's community college, and M. J. McLeod was named president of the Cape Fear Technical Institute at Wilmington.

Dr. Stallworth resigned recently as assistant director of the Florida Board of Control, which administers that state's university system. He assumed his new duties as president of the yet unnamed community college on Oct. 5.

Before his appointment in 1962 as chief education officer of Florida university system under the executive director, Dr. Stallworth had administrative and teaching experience in community junior colleges. He was academic dean and assistant to the president at the founding of the Dade County Junior College in Miami.

Graduated with honors from the University of Florida, he later received his master's and Ed.D. degrees from that institution. He is a native of Alabama.

McLeod, who headed the Wilmington Industrial Education Center through its transformation to a technical institute, recently returned from Wisconsin after completing graduate work to qualify him for the presidency of the Cape Fear Technical Institute.

The GED Tests are designed to measure a person's knowledge and skill in these areas:

- Correctness and effectiveness of expression
- Interpretation of reading materials in the social studies
- Interpretation of reading materials in the natural sciences
- Interpretation of literary materials
- General mathematical ability.

The cost of taking the battery of five tests is \$10, which is payable to the testing center at the time the tests are taken. There is no charge for the certificate.

Officials Voice Warnings About Dropouts' Prospects

"Today's school dropouts are tomorrow's unemployed adults."

That was the common theme of separate statements issued by North Carolina's Commissioner of Labor and a regional official of the U. S. Labor Department just before the opening of the school year.

Labor Commissioner Frank Crane observed that studies have shown that school dropouts experience three times more unemployment than high school graduates, and that young men who leave high school before graduation will earn an average of \$50,000 less during their working lifetime than high school graduates.

Some 13,000 North Carolina youngsters obtained employment certificates for jobs covered by the Child Labor Law during May, June, and July this year, Crane said. This was about 1,000 more than for the same period last year.

"Young people who have had the initiative to get out and earn money at summer jobs may be tempted to continue working full-time when they hear the school bells ring," Crane stated, adding this warning: "Abandoning education in favor of immediate earnings is the almost certain way to a future low income, unskilled and uninteresting job opportunities, and frequent periods of unemployment."

Henry A. Huettner, Regional Director of the U. S. Labor Department's Wage and Hour and Public Contract Divisions, reported that last year, almost 7,000 minors under 16 years of age were found employed on farms during school hours in violation of the Fair Labor Standards Act.

He reminded farmers and contractors who expected to hire young workers to help with the fall harvest that the Act sets a 16-year minimum for the employment of children in agriculture during school hours. This applies to children of migratory workers as well as to local children, he said, the only exception being where a child is working exclusively for his parents or guardians on their farm.

Winston-Salem Projects Designed to Improve Curriculum, Afford Pre-Teaching Experience

The Winston-Salem / Forsyth school system has been awarded a grant of \$20,640 by the Winston-Salem Foundation for projects designed to attract college students to the teaching profession and to refine the system's instructional program.

The grant was approved in mid-July by the Winston-Salem Foundation Committee after study of a description of the two projects prepared by C. Douglas Carter, director of special education for the school system.

In the first phase, six students who have completed at least two years of college will be invited to work in the system's summer school programs for each of the next three summers under a "working scholarship" arrangement. Each will be working under a teacher, not holding a teaching position, explained

Agency Offers Publications On Youth Labor Standards

Several publications on standards relating to employment of young workers have been prepared by the Bureau of Labor Standards, U. S. Department of Labor. Copies are available free in limited quantities to secondary school personnel, according to an announcement by A. W. Motley, Director of the Bureau.

Motley suggested five publications as suitable for classroom use, as reference material for school libraries, and for use by guidance and counseling personnel:

- A Guide to Child-Labor Provisions of the Fair Labor Standards Act
- Teenagers Can Be Hired
- Employment Certificates
- Questions and Answers on Child Labor Laws
- Where to Write for Birth and Death Records

Copies of these publications are available, on request, from the Bureau of Labor Standards, U. S. Department of Labor, Washington, D. C. 20210

Raymond Sarbaugh, associate school superintendent.

Only students from Forsyth County will be considered for the scholarships. Each will be paid \$60 per week during the eight-week summer program.

Carter said the program is designed "to attract to the teaching profession prospective school personnel who otherwise would never have the experience of working with skilled educational personnel." It would also help the prospective teacher "determine whether he possesses those traits necessary for a particular educational task or job."

The second phase of the proposal is concerned with improvement of curriculum planning. Intensive planning sessions involving as many as 20 teachers will be held during each of the next three summers. A teacher will be paid \$75 for each week of participation.

School administrators and supervisors will direct the planning sessions, Sarbaugh said, and in most cases, the teachers who will implement the plans will be the ones who make them.

"There are a lot of curriculum planning activities that need to go on," he explained, "and it's almost impossible to find the proper time for a teacher to do good planning." He said it was quite likely that there would be intensive planning in different areas each summer.

School Law Meeting Held

More than 400 educators were expected to attend the third School Law Conference on Sept. 21 at Appalachian State Teachers College.

They heard discussions of a wide range of legal issues affecting public education by Dr. Joseph Bryson, director of Extension Services, University of North Carolina at Greensboro; Dr. Newton Edwards, former professor at the University of Chicago and author of *The Courts and the Public Schools*, and a panel group. Professor Nollie W. Shelton was director of the conference.

National Teacher Examination Schedule Changed

Changes in the scheduling of the National Teacher Examinations have been announced by the Educational Testing Service, Princeton, N. J., which prepares and administers the examinations, and by the N. C. State Department of Public Instruction.

College seniors preparing to teach and teachers who desire to take the National Teacher Examinations may take them on four different test dates each year instead of one.

New Dates Set

New dates set for the testing are: December 12, 1964; and March 20, July 17, and October 2, 1965. The tests will be given at more than 550 locations in the 50 states, including 22 locations in North Carolina.

Dr. J. P. Freeman, Director of the Division of Professional Services, State Department of Public Instruction, explained that minimum scores on the National Teacher Examinations are used by the State as part of the requirements for certification or licensing of teachers. All seniors preparing

to teach, and teachers changing or upgrading their certificates are required to take the examinations and meet the minimum scores.

Length of Sessions

The Common Examinations, designed to measure several areas of preparation in professional and general education, will begin at approximately 8:30 a.m. each examination day. Each prospective teacher also takes one of 13 Teaching Area Examinations (formerly called Optional Examinations) on the same day, starting about 3:20 p.m. These Teaching Area Examinations are designed to measure mastery of the subject area in which the examinee expects to teach.

A Bulletin of Information containing registration forms, lists of test centers, and information about the examinations may be obtained from college placement officers, school personnel departments, school superintendents, or directly from National Teacher Examinations, Educational Testing Service, Princeton, New Jersey 08540.

Newspaper Lauds Lenoir County Educator's Work

John Kelly Wooten, Jr., Lenoir County's assistant superintendent of education, was honored as "Tar Heel of the Week" in the July 26 issue of *The News and Observer*.

The Sunday feature article by Jane Hall in the Raleigh newspaper cited Wooten's leadership in "a sweeping program of consolidation."

The article noted that Wooten gave major credit for the effectiveness of the recent consolidation program to the previous consolidation drive under the leadership of Superintendent E. E. Sams in the 1920's, which resulted in Lenoir County's becoming the first county to consolidate its schools; and to the outstanding cooperation of the county's board of education, the county commissioners, and Lenoir County Superintendent H. H. Bullock.

Shortly after he was appointed to his present post in July, 1963, Wooten was given the job of direct-

ing a preliminary study to determine whether further consolidation of schools were needed, and if so, when and where.

"The 1,115-page study touched on almost every facet of Lenoir's rural and urban life," the article stated, "and by the time it was completed, it had involved scores of people." Many things other than the need for school consolidation were revealed by the comprehensive survey, including the shifting of population over the years and changes in the farming, industrial, and business patterns.

Wooten was born in Kinston and attended the local schools at Aurora and Wilson. Then came 3½ years of military service (he was a captain when discharged). Returning to Lenoir County he taught at the Wheat Swamp and LaGrange schools before becoming principal of the Southwood School in 1948. Also during this period, he earned his master's degree in educational

'Methods' Television Series Resumes Weekly Schedule

"Methods for Modern Teachers," the informative television series broadcast Wednesdays through the school year at 3:30-4 p.m. over WUNC-TV (Channel 4, Chapel Hill) got under way Sept. 30 with a program on Earth Science: Space.

October's programs included one on School Safety: Fire Prevention, and three successive Earth Science programs, on Oceanography, The Earth's Crust, and Mineralogy.

Program topics listed for November and December as are follows:

- Nov. 4 The School Library and the Reading Program (E,J,S)
 - Nov. 11 A Developmental Reading Program (S)
 - Nov. 18 Elementary School Self-Study for Accreditation (E)
 - Nov. 25 NO PROGRAM—Thanksgiving holidays
 - Dec. 2 Junior/Senior High School Self-Study for Accreditation (J,S)
 - Dec. 9 Vocational Education Programs (S)
 - Dec. 16 Vocational Education Programs (S)
 - Dec. 23, 30 NO PROGRAMS—Christmas Holidays
- (Grade levels indicated in parenthesis)

The series is developed cooperatively by the University of North Carolina School of Education, several North Carolina school systems, and the State Department of Public Instruction.

Further information may be obtained from Dr. Donald Tarbet, School of Education, University of North Carolina at Chapel Hill, or from John Hawes, Supervisor, Television Education, State Department of Public Instruction, Raleigh.

administration at East Carolina College, Greenville.

Lenoir County's two new consolidated schools will each have enrollments of about 600, compared to the range of 117-270 in the old schools, and the average class size will be 30, compared to the range of 3 to 50 in the old schools, the article stated.

A spark plug functioning properly gives the exact amount of spark to produce maximum performance. This proper gauging is an important function in school and one which the teacher must ever attempt to perfect.

—Homer T. Rosenberger

The Attorney General Rules . . .

Regulations of Board of Education; Retroactive Application of Regulations.

In reply to your recent inquiry: You inquire if a local board of education can pass a regulation concerning the lowering of a pupil's grade as part of a disciplinary action that would be retroactive. You also inquire that if a pupil has his grade lowered in the fall semester can the local board ask that these points be restored.

We do not find any statutory authorization for lowering a pupil's grade as a form of disciplinary action. The pupil has earned his grade, and in our opinion this is not a matter that can be diminished or taken away from him. In our opinion such a regulation, if it exists, has no statutory authority, has no reasonable relationship to the disciplinary ends sought to be accomplished and is irrational, arbitrary, an abuse of discretion and is unlawful, illegal and invalid. Disciplinary powers are state in G. S. 115-146 and in G. S. 115-147.

You next ask if the local school board can adopt a regulation that will make the disciplinary policies that have been in effect in a school for several years retroactive to the beginning of the school term.

We do not know what you mean by the term 'disciplinary policies.' School boards have general control and supervision of the public schools (G. S. 115-35), and the same section provides that local school boards can regulate extra-curricular activities. Regulations of a school board with respect to the public schools are supposed to be written out and adopted by boards. There cannot be a sort of general or nebulous understanding that everybody carries around in their heads which would be a valid regulation. If you mean by your last question to inquire if a school board can adopt a regulation which can go back retroactively and subject a pupil to disciplinary action when there was no regulation in effect at the time the acts were committed,

then we have no hesitation in saying that this cannot be done. The Constitution prohibits ex post facto or retroactive laws, and in our opinion the same principle would be applicable to regulations. Attorney General, May 13, 1964.

Use of Laboratory Facilities of a Public School by a Non-Public School

In reply to your recent inquiry: You inquire whether an accredited non-public school operating under the sponsorship of a religious denomination can use the laboratory facilities of a public school, if the facilities would be used at such a time and hour in which there would be no conflict with the regularly scheduled public school classes. Apparently this non-public school is well staffed with teachers who hold certificates from the State. The non-public school wishes to include general chemistry in its curriculum but . . . has a problem with regard to laboratory facilities. Under the proposed arrangement, the theoretical part of the course would be given in the non-public school's own classrooms and the use of public school facilities would merely cover laboratory instruction.

We have no doubt but what this is an excellent non-public school. . . . We are of the opinion, however, that the public school laboratory cannot be made available to a non-public or private school. We rest our opinion on the basic principle as derived from Chapter 115 of the General Statutes that public school property can be devoted only to public school use and it is not available for the use of private groups or the non-public or private schools of such groups. Public school facilities are constructed and made available by tax funds and must be devoted to public use and service. The only exceptions are that county and city boards of education may if they wish enact regulations by which the lunchrooms may be made available for community meetings and other like community purposes. . . . The section of the General Statutes

(G. S. 115-126(e)), which provides for the lease of school property, further provides that such lease can only be made where the property has become unnecessary or undesirable for public school purposes. We are of the opinion, therefore, that these laboratory facilities cannot be made available to this non-public or private school. Attorney General, June 5, 1964.

Masonic Group Sponsoring Scholarships for Educators

A continuing program of awarding individual scholarships, the purpose of which is "to assist candidates of proven public school dedication in securing advanced education" is being sponsored by the Supreme Council of the Ancient and Accepted Scottish Rite of Freemasonry, Southern Jurisdiction.

According to an announcement by the Council, the Scottish Rite Program provides for the awarding of four annual Advanced Graduate Scholarships in Public School Administration Leadership. Each of the scholarships provides \$5,000 a year for two years to help the individuals selected in securing a Doctor's degree in Public School Administration.

Application blanks for North Carolina residents may be obtained from James G. Johnston, Deputy of the Supreme Council in North Carolina, 1500 Wachovia Bank Building, Charlotte.

Student Wins Poetry Prize

Miriam Friedlander, a junior at Needham Broughton High School, Raleigh, won first place honors in the *Atlantic Monthly's* 1963-64 School Poetry Contest. Her winning poem, "The Moon," is a description of "the loneliness of being by yourself in a big house," the young author said. Her English teacher, Miss Mary Penny, observed that Miss Friedlander's poems are characterized by careful attention to poetic detail and form.

LOOKING BACK

In previous number of the
North Carolina Public School Bulletin

Five Years Ago, 1959

The State Board of Education has accepted a grant of \$15,000 from the Fund for the Advancement of Education in partial support of a proposed study of teacher evaluation, rating and certification.

Dr. James E. Hillman, director of the Division of Professional Services, has been named assistant director of the State Board of Higher Education.

Ten Years Ago, 1954

Arguments on implementing the U.S. Supreme Court's decision on May 17 on public school desegregation will begin Dec. 6, the Court has announced. North Carolina is one of six states planning to present suggestions on procedures.

Fifteen Years Ago, 1949

Twelve school building projects, totaling over \$1.5 million, have been tentatively approved by the State Board of Education, the first step in implementing the \$50 million school building program authorized by the 1949 General Assembly.

Twenty Years Ago, 1944

After a three-year lapse, the annual Superintendents Conference sponsored by the State Department of Public Instruction was resumed this summer, the meeting being held at Duke University. It was well-attended, considering the war situation.

Clyde A. Erwin, State Superintendent of Public Instruction, summarized factors responsible for non-attendance at schools, stressing the inadequacy of the State's compulsory school attendance laws, the need for more adequate and effective local attendance departments, and irregular attendance leading to loss of interest.

Twenty-Five Years Ago, 1939

An Occupational Information and Guidance Program was inaugurated on July 1 by the State Department of Public Instruction. Marion Justice has been employed as State supervisor in this area.

Rural Development Group Offers Loans to Students

Loans up to \$1,000 for college students from rural areas and students from urban areas taking post-high school courses "related to the development of North Carolina's rural areas" are being provided by the North Carolina Rural Rehabilitation Corporation.

A State agency, the Rural Rehabilitation Corporation was formed during the depression years to aid in financing development projects in rural areas.

The principal eligibility requirements, rules and regulations governing the student loans are as follows:

- Recipients must be legal residents of North Carolina, and there is no restriction as to age.
- Recipients may attend any industrial education center, technical institute, community college, junior college, senior college or university in North Carolina; or an approved private school, if the desired course of study is not available in a publicly supported institution.
- A student from a rural area may pursue any undergraduate course of study deemed suitable by the Corporation. The course of study of a student from an urban community must be either agriculture or home economics or in some way related to the development of North Carolina's rural areas.
- No student may borrow more than is required for actual needs, and in no case shall a loan exceed \$1,000 per school year; each loan will bear simple interest at the rate of 4 percent per year from the date the course of study is completed or from the date the student discontinues the course.

Application forms and further information may be obtained from local offices of the Farmers Home Administration or from the N. C. Rural Rehabilitation Corporation, P. O. Box 2504, Raleigh, N. C.

Economic Opportunity

(Continued from page 1)

schools or other facilities, and for development or improvement of State technical or supervisory services relating to such programs.

Work Experience

Additional federal funds would be provided to states for pilot or demonstration projects relating to work and training programs for unemployed parents, maximum use to be made of programs available under the Manpower Development and Training Act and the Vocational Education Act, both enacted in 1963.

Service Volunteers

Volunteers in Service to America (VISTA) is a federal agency set up to recruit, train and furnish volunteers, including doctors, lawyers, and master teachers, for service furthering the youth programs, community action programs and adult education programs receiving assistance under the Act; to help Indians or on reservations; and to care for the mentally ill or the mentally retarded at non-profit facilities. It is anticipated that 5,000 such volunteers will be enrolled by the end of the first year. If assigned, on request, for such service, they will receive not over \$50 per month and expenses.

World's Fair News Special Hails Tar Heel Education

North Carolina's rapidly developing educational programs were publicized in a special World's Fair Edition of the *Raleigh News and Observer* published for distribution at the Fair on North Carolina Day, June 2.

Edited by Edward Sharpe of the newspaper's news editorial staff, the attractively designed eight-page edition was prepared with the cooperation of Samuel Geek, coordinator for instructional programs, State Department of Community Colleges, which sponsored its publication.



Amendments to National Defense Education Act Add New Subject Areas, Broaden Several Programs

es Sweeping Assent

.00 Million Bond Issue

Amendments to the National Defense Education Act, adopted during the closing hours of the 88th Congress, provide for the broadening of a number of NDEA programs.

President Lyndon B. Johnson signed P. L. 88-665, which contains the NDEA amendments, on Oct. 16, the same day he issued an executive order setting up a Federal Interagency Committee on Education to facilitate coordination of the broad range of federal educational programs.

Broader Range

The new legislation extends NDEA through the three-year period ending June 30, 1968, the year which will mark the end of the Act's first decade of assistance to all levels of American education. Like the actions of past Congresses which have amended NDEA, the 1964 changes broaden the coverage to more learners, more teachers and more programs. The new law authorizes a total of \$1 billion in federal support for the extended programs.

Among other things, the NDEA amendments—

- Add English, reading, history, geography and civic to existing provisions under Title III designed to strengthen and update instruction in critical areas.
- Extend the Act's guidance, counseling and testing provisions under Title V to include students in grades one through six and in junior colleges and technical institutes.

Preparatory Steps

Carlton T. Fleetwood, North Carolina's NDEA coordinator, issued a reminder to public school administrators immediately after the new law was signed by the President, stressing the fact that

"a great deal of work must be done" before projects in the new areas can be approved. His memorandum lists the various steps which must be taken:

- Each state must receive rules and regulations from the U. S. Office of Education.
- After receiving these rules and regulations, each state must prepare a state plan which will accommodate the changes in the law and the regulations.
- After the North Carolina NDEA office has prepared a new State Plan, this must be approved by the State Board of Education and the U. S. Office of Education.
- After the Office of Education has approved the State Plan, committees will be appointed by the State Superintendent of Public Instruction to develop State standards for equipment and materials which may be purchased to improve instruction in the areas of civics, English, geography, history, and reading.

District Meetings

When these steps have been completed, the school administrators will be notified by letter, and district meetings will be scheduled by the State NDEA staff to discuss procedures to be followed in preparing and submitting projects in the new areas.

"Although all of the steps listed above must be completed before the State NDEA office can approve a project in the new areas," Fleetwood stated, "it is the opinion of the NDEA staff that the local school agencies will be able to submit projects in the new areas when projects are submitted to this office from April 1 through May 1, 1965."

North Carolina's voters declared themselves in favor of the \$100 Million State School Bond Issue in the Nov. 3 referendum. The vote was 911,648 to 354,925.

Ninety-nine of the State's 100 counties voted in favor of the issue, which will provide funds to aid the counties and cities in construction, enlargement and renovation of school facilities.

State and local school officials hailed the overwhelmingly favorable vote as an indication of the continuing vital interest of the people of North Carolina in the progress of the State's school program. (See "Superintendent Carroll Says," Page 2.)

Editorials in numerous newspapers commented on the broad bipartisan support the bond issue received and cited the decisive vote as a manifestation of the people's confidence in the public school program.

Strong support for the bond issue came from candidates of both parties, a wide range of civic and professional organizations, and local governmental bodies throughout the State.

School personnel will be called upon to help develop the standards for equipment and materials to be used in improving instruction in the new areas added in the NDEA amendments, Fleetwood said.

Further description of the provisions of the amendments and a review of the impact of NDEA on the nation's educational programs will be found on pages 4 and 5.

Superintendent Carroll Says . . .

By an overwhelming vote, 911,648 to 354,925, the people of North Carolina approved on November 3 the One Hundred Million Dollars (\$100,000,000) State of North Carolina Public School Facilities Bonds.

Ninety-nine of the State's 100 counties voted in favor of the measure.

Proceeds from the bond issue will aid in the construction, reconstruction, enlargement, improvement and renovation of public school facilities in all county and city school administrative units. The State aid will not provide all of the building needs, but it will help to do the job.

The vote in favor of the bond issue was largely bipartisan—as it should have been. It was known that the beneficiaries would be primarily the children—whose entitlement to decent housing facilities in school transcends everything partisan.

To the best of my knowledge, the specific building needs projected by county and city school officials were not questioned in a single instance. This was a deserved tribute to these officials.

The cost of the bonds will be paid from the General Fund of the State. It is not believed that the annual cost (estimated to be six to seven million dollars) will necessitate any change at all in the present tax structure.

Important though the \$100,000,000 will prove to be in helping to provide better housing for additional thousands of children and teachers, there is another aspect of the matter that is probably of greater importance: In reality this favorable vote for schoolhouse construction was, in the opinion of many of us, a vote of confidence in the public school program of North Carolina. Furthermore, this decisive vote can be interpreted as new evidence that North Carolinians demand and are willing to finance an improved and strengthened program of public school education straight across the board.

What the people have willed, the people will get—if those of us responsible for the planning and spending are faithful to our trust. We can discharge our responsibility if we bear in mind, among other things, that—

- Intelligent planning should precede construction. While the building needs are urgent, they are not so urgent as to invite any degree of haste that will result in any amount of waste. There is no time limit as to when a county or city school system shall spend its share of the bond money.
- One of every five or six North Carolinians changes place of residence each year. It is mighty easy to "drive the tacks where the carpet was."
- Custom, tradition, personalities, and pressures notwithstanding, the time is ripe for a new hard look at the need for consolidation of schools.
- There is need for the merging of some administrative units that cannot be justified educationally or economically.
- There should be the closest collaboration and shoring between and among county and city school administrative units.
- Priorities among building projects should be established.
- Heating, plumbing and electrical facilities should be modernized.

Careful and intelligent planning, with due consideration of future as well as present needs, will insure that the expenditure of the bond money contributes to the continuing improvement of our public school facilities.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
State Supt. of Public Instruction
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EDITORIAL BOARD
J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN
November, 1964

One of the arguments against paying an outstanding teacher another 20 or 30 percent above the norm is that it is too hard to judge what makes a really good teacher. But that's a pretty strange line from a profession that prides itself on its measurement devices for the pupil, in every field from social adjustment to mechanical aptitude.—*Wisconsin State Journal*

On one occasion Aristotle was asked how much educated men were superior to those uneducated: "As much," said he, "as the living are to the dead."—Diogenes Laertius

By being so long in the lowest form (at Harrow) I gained an immense advantage over the cleverer boys. . . . I got into my bones the essential structure of the ordinary British sentence—which is a noble thing. Naturally I am biased in favor of boys learning English; and then I would let the clever ones learn Latin as an honor, and Greek as a treat.—Winston Churchill

To a person uninstructed in natural history, his country or seaside stroll is a walk through a gallery filled with wonderful works of art, nine-tenths of which have their faces turned to the wall.—Thomas Huxley

If we are kind without being soft, if we are gracious without being sentimental, and if we are wise without being smart, we will be able to put at students' disposal that which God has given us by the accident of birth.—Howard Thurman

To be a questioner shows a willingness to admit ignorance. To conceal ignorance is to imitate wisdom. To admit ignorance is to exhibit wisdom.—Ashley Montague

Call for Creative Cogitation

Teachers grow when they are asked to think; and increasingly this is being done in the public schools of North Carolina.

When philosophy and school objectives are being clarified, teachers are expected to contribute their best thinking. When courses of study are being formulated, teachers are asked to take the initiative in this area. When teacher-principal or teacher-supervisor conferences are held, teachers are expected to have ideas of their own. When correlation of subject matter is being planned, teachers are expected to come across with intelligent and practical ideas. When instructional materials are being considered, teachers are asked to select those which have genuine pertinence specifically for the students whom they teach.

Staff meetings are frequently planned nowadays by an administrative advisory committee, partially composed of teachers. Improving school-community relations is no longer left to the administration; instead, teachers are widely involved in this effort. As new facilities are planned and as old facilities need renovations, teachers, more and more, are asked to contribute their creative ideas.

Still a Long Way to Go . . .

Whatever reservations there may be about the "ranking game," the National Education Association's research report, *Rankings of the States, 1964*, shows that there is need for continuing concern about ways and means of improving public education in North Carolina.

The table based on this NEA report, in the State Facts center section of this issue, shows that the Tar Heel State has a long way to go in several areas, even though the relative economic effort in support of public education is superior to that in many other states.

Regardless of how accurate such flat comparisons may be, the cold, hard statistics indicate that North

As teachers are challenged to think, they grow; and this, above all, means that changes take place. Among them, none are more significant than these:

- Teachers become more knowledgeable and appreciative of the total school program.
- Teachers become more sensitive concerning the necessity for cooperative planning and the necessity for united action after decisions have been made.
- Teachers become more respectful of all their professional cohorts.
- Teachers themselves become respected individuals in their own rights, and with this inner realization and satisfaction, are forever ready to keep right on thinking.
- Teachers in such an atmosphere become saturated with the desire to work with students in such a manner that they, too, enjoy thinking, growing, and changing.

Teachers do change when they are asked to think; and this change is almost invariably reflected in desirable growth, not only in themselves but in their students also!

Carolina is far below par in many areas, though improving. The average classroom teacher's salary was more than \$900 less than the average for the 50 states in 1963-64, and the rate of increase, 1953-54 to 1963-64, was well below the average rate.

The high-school dropout rate, as indicated by the percentage of high school graduates, 1962-63, in relation to the number of ninth-graders, 1959-60, is well up toward the highest rate and far from the lowest, so that North Carolina ranks 46th in this category.

Taken altogether, the flat figures indicate the need for great increase in adult educational pro-

Another Opportunity To Move Ahead

The recent extension of the National Defense Education Act to June 30, 1968 and its accompanying expansion to include areas not heretofore covered give a balance to this approach in Federal aid which likely will be an additional boon to education in North Carolina. In view of NDEA State plans and procedures of the past, both of which have been highly respected at the local and national levels, there is every reason to believe that any new funds made available will be wisely and productively used throughout the State.

Teachers and administrators will certainly react favorably, by and large, to the expansion of Title III to include civics, English, geography, history, and reading.

Additional supervisory personnel at the State level are being requested to implement this expansion of Title III, and early in November the State Board of Education approved additional funds for carrying out this enlarged program.

The expansion of Title V to include guidance, counseling, and testing services below the seventh grade to elementary schools and beyond the twelfth grade to public junior colleges and technical institutes will also be encouraging to many. And, with the expansion of Title XI to provide institutes for teachers of history, geography, English, reading, library science, and the disadvantaged, North Carolina will be able to move forward on a broader front in its quest for improved education, especially through instructional services.

grams, for educational research projects aimed at reducing the dropout rate, for increasing the number of classroom teachers and other instructional personnel and for increasing their salaries, and for continuing effort in school construction.

National Defense Education Act Has Stimulated Progress in Research, Instruction, Student Aid

Improvements in education under the National Defense Education Act since its enactment six years ago were highlighted in reports released by the U. S. Office of Education on September 13 and on October 16, the day the President signed P. L. 88-665 containing the new amendments to the Act.

The following information from these reports affords an overview of the extent of the programs under NDEA.

Student Loans

Under Title II, 600,000 college and university students have already benefited from loan funds that the Federal Government helped establish or enlarge. The Federal capital contribution has been \$9 for every \$1 contributed by the 1,574 institutions at which the program has operated. To date, Title II has dispensed some \$404 million to student borrowers.

Seventy percent of the loans were made to students planning to teach in public schools and to those with superior ability in science, mathematics, or a modern foreign language.

The average loan ranged from \$380 to \$490, or less than half the \$1,000 maximum permissible to an individual in any one school year. About 45,000 of those who received loans have become public school teachers and applied for a partial writeoff of their indebtedness as provided in the Act.

Strengthening Instruction

Title III's matching grants to the States and its loans to private schools added new vigor to the teaching of science, mathematics, and foreign languages. These grants have stimulated the acquisition of new teaching materials and equipment, and remodeling of instructional facilities, and the hiring of more specialists. In all, \$292 million has been dispensed in matching grants and \$3.6 million in loans under Title III.

Language laboratories in public high schools have increased from 46 in 1958 to at least 7,000. More than 280,000 local public school

projects have been approved for the acquisition of or remodeling of equipment and materials for instruction in science, mathematics and foreign languages. State education agencies now employ 227 specialists in these subjects as contrasted with only 33 before enactment of NDEA.

Graduate Fellowships

The shortage of scholars to teach in college and university programs motivated the enactment of Title IV, which empowered the Commissioner of Education to award 1,500 fellowships each year—largely for three years of advanced study for each fellow. Over the six years since NDEA's passage, 8,500 graduate students at 174 institutions have received tuition and necessary living expenses, while additional allowances have gone to their host institutions for defraying program costs.

Guidance, Counseling and Testing

Under Title V, grants to states of approximately \$80 million have helped bring the number of full-time high school counselors from 12,000 (one for 960 students) in 1958 to 30,000 (one for 510 students) in 1964. From 1959 to 1964, 109 million scholastic aptitude and achievement tests were given to public secondary school students and over 3 million to non-public school students.

More than 15,700 secondary school counselors and teachers preparing to be counselors will have attended 480 institutes (funded under Title V) to improve their capabilities by the end of the 1964-65 academic year. Total cost was set at about \$37 million.

Foreign Languages

Title VI has stimulated an intensive concentration of resources, talent, and interest in the world's languages and the problems that characterize the areas where they are spoken.

More than 17,400 elementary and secondary school language teachers will have received training in 386 modern foreign lan-

Voters in Wilkes Give Nod To Community College Plans

Wilkes County voters gave overwhelming approval on Sept. 26 to a \$500,000 bond issue toward the cost of construction of a community college plant and to a tax levy to help support the college's operation.

The vote on the bond issue proposal was 4,891 to 898, while the tally on the tax levy proposal was 4,705 to 942.

At its October meeting, the State Board of Education gave its final approval for the establishment of community colleges in Wilkes and Rutherford counties. Earlier, Rutherford County had registered the largest majority vote recorded in the seven community college elections held thus far—a margin of nearly 18 to 1 for the proposals.

guage institutes by the end of the 1964-65 academic year.

Fifty-five language and area centers were established at 34 colleges for the teaching of some 90 languages that are important to our international relations but that rarely have been taught before in the United States. About \$11 million has been obligated in this program. Some \$16 million has been obligated in fellowships to about 2,600 students in more than 60 languages of critical importance. This sum included \$3.6 million for 1,047 awards for study during the 1964-65 academic year. Another \$14 million went to 271 language research projects to determine needs in foreign language instruction and to develop specialized instructional materials.

Communications Media

More than \$24 million has been obligated under Title VII for research in the most effective means for adapting television, radio, motion pictures, teaching machines, tape recordings, and other communication media to education.

Awards were made to 262 research projects in 122 institutions and agencies in 41 states and the District of Columbia. Another 194 contracts were awarded to 105 in-

(Continued on next page)

NDEA Report . . .

(Continued from page 4)

stitutions, agencies and individuals in 25 states and territories and two foreign countries for disseminating research findings to schools and colleges.

Technical Education

Under Title VIII, about \$62 million has been obligated and about approximately 42,000 new technicians have completed training to help meet the demand for manpower in electronics, drafting and design, instrumentation, industrial chemistry, and other technical fields. Provisions of the Vocational Education Act of 1963 authorize a permanent annual appropriation of \$15 million for the program.

About 210,000 youths and adults were enrolled during the 1963-64 school year. About 90,000 were students in two or three year preparatory programs and 120,000 were working adults in upgrading or refresher courses. These estimated figures represent an increase of 25,000 over enrollments for the previous school year. The number of participating institutions increased from 262 to 730.

Science Information

Title IX provides for more effective dissemination of scientific information through the indexing, abstracting, and translating of relevant materials and through the development of new methods for making data available.

It permanently authorized the establishment of a Science Information Service and, as an advisory body to this service, a Science Information Council composed of leaders in science and librarianship. Both these organizations operate as arms of the National Science Foundation, which administers Title IX, budgeting funds for these agencies through its its own general appropriation.

State Statistical Services

Forty-nine state education agencies received \$1,806,723 under Title X in 1964 to improve methods of collecting, processing and disseminating statistical services. The six-year expenditure under the program totals \$7,768,000.

Summary of Amendments Indicates Broader Scope Of New Provisions Under Several NDEA Titles

Provisions of the 1964 amendments to the National Defense Education Act were summarized in a Fact Sheet issued by the U. S. Office of Education on Oct. 16. Among them are the following:

Title II amendment

- Eliminates the special consideration formerly given to prospective teachers and to students with superior backgrounds in science, mathematics, engineering, and modern foreign languages only and establishes a new criterion for loans: "superior academic background"—in whatever field.

- Makes post-secondary business and technical schools eligible for the loan programs, as long as these schools are accredited and are either public or non-profit institutions.

Title III amendment

- Adds English, reading, history, civics, and geography to the subject areas included in provisions for new equipment and teaching materials and for reinforced State supervision.

- Increases the authorization for equipment from \$70 million to \$90 million and for State supervision and administration from \$5 million to \$10 million annually, and increases the yearly minimum allotment for each State to \$50,000.

Title IV amendment

- Doubles the number of fellowships available during the first year (to 3,000); doubles it again in 1966 for a total of 6,000; and increases it further to 7,500 in 1967 and 7,500 in 1968.

Title V amendment

- Extends support for guidance and counseling to the first six grades of public school and to public junior colleges and technical institutes and extends support for testing in both public and private schools at the same levels.

- Enlarges the purview of the training institutes to include guidance personnel working with students from the first grade through college and in junior col-

leges and technical institutions as well; increases authorizations for fiscal 1965 from \$17.5 million; for 1966, to \$24.5 million, and for 1967 and 1968, to \$30 million for each year.

Title VI-A amendment

- Increases the authorization for language development from \$8 million to \$13 million for 1965 and raises it to \$14 million for 1966, \$16 million for 1967, and \$18 million for 1968.

Title VII

- The 1964 legislation continues the annual authorization of \$5 million for research to promote more effective use of communications media (television, radio, motion pictures, and similar media).

Title X amendment

- Extends for three additional years the program of providing grants to states to strengthen their school statistical services.

Title XI (new)

- Continues to authorize institutes to improve the teaching of modern foreign languages in elementary and secondary schools, particularly through advanced teaching methods and more effective instructional materials.

- For like purposes, and to reinforce the new emphasis on English, reading, history, and geography, also authorizes the first NDEA teaching-training institutes in those fields and the education of disadvantaged youth as well.

- Provides for the first NDEA institutes to improve the competence of school library personnel and educational media specialists.

- Authorizes more than \$32.7 million for each of the fiscal years 1965-1968 for these programs aimed at better instruction of teachers, supervisors, and prospective teachers.

Money alone cannot cure delinquency. In our society, it is easy to forget that the whole course of life is determined, not by our material gains and losses, but by our spiritual values.—Oveta Culp Hobby.

Expanding Vocational Rehabilitation Services Provide Improved Aid for Mentally Handicapped

A report on expansion of Vocational Rehabilitation services to the mentally handicapped in North Carolina as a result of a special act of the State Legislature in 1963 was recently issued by the Vocational Rehabilitation Division, State Department of Public Instruction.

Commenting on the programs, Robert A. Lassiter, newly-appointed Director of Vocational Rehabilitation, had this to say:

"North Carolina is in a unique position to demonstrate to its citizens and to the nation the results that can be achieved through a comprehensive program of vocational rehabilitation for the mentally handicapped.

"This position has been attained through the leadership of an enlightened citizenry, who early recognized the special needs of the mentally retarded, and through the responsiveness of the Legislature to these needs as they were identified."

Development Plan

Prior to the retirement of Charles H. Warren, former State Director, at the end of June, 1964, Dr. Charles F. Carroll, State Superintendent of Public Instruction, through the Vocational Rehabilitation staff, initiated a plan for the development of new facilities and programs for the rehabilitation of the mentally retarded and the mentally ill.

This development program is aimed at providing better opportunities for the mentally handicapped to become self-supporting citizens, not dependent on mental institutions or on their families.

Arrangements were made for joint agreements between the Division of Vocational Rehabilitation, the State Department of Public Instruction, and the Department of Mental Health for establishing and carrying out the programs.

New Staff Members

James T. Yates, formerly rehabilitation counselor in the Division's district office at Hickory, recently was named Supervisor of

Program Development, with headquarters in the Raleigh Central Office. He will provide supervision of all services for the mentally handicapped and will assist in the development of all new programs for this group.

Additionally, 12 special rehabilitation counselors have been employed by the Division during the past year to provide services to the mentally retarded. They are stationed in the following district offices: Asheville, Charlotte (two counselors), Fayetteville, Greensboro, Greenville, Hickory, Raleigh (two counselors), Salisbury, Wilmington, and Winston-Salem.

Facilities Developed

The Vocational Rehabilitation Facility at Caswell Center in Kinston, which has pioneered for the past several years in a rehabilitation program for the mentally retarded, has been expanded, and is being used somewhat as a guide in the establishment of additional facilities of this type. The program at Caswell provides:

- Work evaluation.
- Job try-out and work hardening.
- Speech therapy and psychological services.
- Vocational training, including woodworking, metal and machinist, welding, automobile servicing and mechanical preparation, janitorial and building maintenance, farm and dairy, cooking, sewing, laundering, housekeeping, child-care, nursing aide and ward attendant, and shoe repairing.
- On-the-job training.
- Job placement and follow-up.

A similar rehabilitation center program for the mentally ill and mentally retarded was established in Goldsboro in 1962—the Vocational Facility to serve Cherry Hospital and O'Berry Center.

An old dormitory building at Butner has been remodeled to accommodate the new rehabilitation center for the mentally handicapped—the Vocational Rehabilitation Facility to serve Umstead

Visiting Physicists to Tell About Career Opportunities

For the sixth year, students in a number of North Carolina high schools will have the opportunity to hear able physicists discuss their profession and specific topics in physics, through the Visiting Scientist Program in Physics.

Part of a national project, the Visiting Scientist Program is sponsored jointly by the American Association of Physics Teachers, under grants from the National Science Foundation.

Hospital and Murdoch Center. The facility staff recently moved into the building and is at work setting up vocational rehabilitation and evaluation training programs.

Work is currently being carried on in the renovation of an old building in Morganton to house the Vocational Rehabilitation Facility there for serving Broughton Hospital and Western Carolina Center. It is anticipated that this facility will become operational in November.

Sheltered Workshops

The new act also provides for the development of sheltered workshops throughout North Carolina, to be operated by local boards of directors of non-profit organizations. Funds were made available to the Division of Vocational Rehabilitation for the renovation of buildings and purchasing of initial equipment. Rehabilitation services provided by these workshops will be:

- Work evaluation—These services utilize the medium of work to assess the client's productive potential, determine jobs interests, etc.
- Work adjustment—These services utilize work and work environment to enable the client to develop acceptable work patterns.
- Job training—These services use work to prepare the client for specific occupations such as upholstering, furniture repair, book-binding, etc.

(Continued on next page)

Expanding Services . . .

(Continued from page 6)

• Production employment —

These services are provided by the workshop when the client is capable of working efficiently and

- (1) cannot meet the job demands in high competitive employment outside the workshop,
- (2) can compete in the labor market, but work is not currently available.

As of September 16, 1964, one sheltered workshop had been established in Fayetteville, and approval had been given by the Division of Vocational Rehabilitation for renovation of a building and purchase of initial equipment. It appears that this workshop will be operational by January 1, 1965.

The following communities are at work now on plans for the development of sheltered workshop programs: Raleigh, Lexington, Gastonia, Statesville, and Burlington. The Division of Vocational Rehabilitation is providing consultative services. Still other communities are working on forming organizations which can support local workshops.

These sheltered workshops will provide training and employment services needed by the mentally handicapped who live in the communities, as well as those discharged from institutions.

Rehabilitation Houses

Rehabilitation houses, also known as half-way houses, will provide an opportunity for personal adjustment and training activities for mentally ill and mentally retarded patients who are referred to the Division of Vocational Rehabilitation by the Department of Mental Health. These houses will be domiciliary training facilities for not more than 15 clients in any one house. They will be under the management of competent house staff, and will be provided continuous and concurrent supportive counseling and professional help by the Department of Mental Health and the Division of Vocational Rehabilitation.

Clients living in the rehabilita-

State Commissioner Cites Need for Expansion Of Rehabilitation Programs for Delinquents

More of the juveniles entering North Carolina's correctional and training institutions are sent there for truancy than for anything else, declared Blaine Madison, State Commissioner of Correction and Training, in a press interview published Sept. 23 in numerous newspapers throughout the State.

The population of these institutions has increased from 777 in 1952 to 1,700 at present, and if the trend continues, the enrollment will reach 2,530 by 1976, Madison told Reese Hart, Associated Press writer.

To Many "Uns"

"Juvenile delinquents are a product of the influence to which they have been subjected," Madison said. "They have been the victims of too many 'uns'—uneducated, unwanted, unloved, unsupervised."

tion houses will be placed in vocational training, on-the-job training, or paid employment as soon as possible, and in most cases immediately. As soon as earnings begin, clients will contribute toward their maintenance cost.

When individual clients in rehabilitation houses show evidence of adequate adjustment and stability (both social and employment) to make possible wholly independent living, they will be encouraged and assisted in moving from the rehabilitation facility to completely private living arrangements. The estimate of average rehabilitation house residence needed is six months.

Usually two houses will be established in each community—one for men and one for women. At this time, the following communities are organizing local boards to operate these programs for the Department of Mental Health: Durham, Raleigh, Greensboro, High Point, and Charlotte. The Division of Vocational Rehabilitation will furnish room and board for clients who can be rehabilitated.

The average age of juveniles entering the institutions is 14.2 years, "and they are about two years behind the average student in education," Madison stated. About 95 percent of the youngsters in these institutions are sent there by juvenile courts.

Madison requested the State Advisory Budget Commission to recommend capital improvements totaling more than \$6 million for the training schools during the next biennium, including \$3,175,000 for a new training school.

Seven Schools

Seven schools are now in operation: Dobbs Farm at Kinston, Eastern Carolina Training School at Rocky Mount, Jackson Training School at Concord, the Juvenile Evaluation Center at Swannanoa, Leonard School at McCain, Morrison Training School at Hoffman, and Samarcand Manor at Eagle Springs.

The juveniles remain in the institutions about a year before being released. A release committee in each school studies the individual cases and determines when they are ready to be sent back home.

"Only about six percent of those released are returned to the institutions," Madison said. "They are kept under supervision for a period of time and they know they must abide by the rules or face the possibility of being sent back. They must go to school and not get into trouble."

Vocational Training

Educational programs at the institutions are primarily designed to rehabilitate the youths. Twenty-two different vocational courses are offered, including shoe repairing, motor mechanics, printing, barbering, beauty culture, textile operations, home economics, and vocational agriculture, and there are also arts and crafts courses.

Madison, a former school teacher, has been in his present job for nine years. Previously, he was assistant State prisons director.

State School Facts

NOVEMBER, 1964

HOW DOES NORTH CAROLINA RANK AMONG STATES IN SCHOOL SUPPORT?

NEA Research Report Offers Comparisons on Basic Data

North Carolina is devoting a greater share of its per capita income to public education than most other states, but it continues to rank relatively low in the total expenditure per pupil.

This is one of the significant relationships disclosed in the accompanying table, which is based on the National Education Association's research report, *Rankings of the States, 1964*.

On the negative side, North Carolina continued to rank relatively low in the average salaries paid to teachers and other instructional personnel; in the percentage of men teachers; in the percent of increase over a 10-year period in teachers' salaries; in the number of pupils per classroom teacher; and it had a greater percentage of pupils enrolled in excess of normal capacity than 33 other states.

On the positive side, the Tar Heel State had a smaller percentage of instructional rooms built before 1920 than 44 other states and devoted a greater percentage of its expenditures for all governmental functions to public education than 46 other states. While the

Ranking of North Carolina as Given in NEA Research Report, 'Rankings of the States, 1964'

Description of Data	N. C. Figure	N. C. Rank	U. S. Total or Average	Range
Total resident population, July 1, 1963 (provisional estimate)	4,760,000	11	188,531,000	17,708,000 to 248,000
School-age population (5-17), July 1, 1963 (estimate)	1,309,000	10	47,950,000	4,393,000 to 65,000
School-age population (5-17) as percent of total resident population, 1963 (estimate)	27.5	12	25.4	29.5 to 22.5
Percent of population 65 years of age and older, 1961	7.0	43	9.3	11.9 to 2.5
Percent of increase in population 65 years of age and older, 1950 to 1960	38.6	11	34.7	132.9 to 10.6
Number of births per 1,000 population, 1962	23.2	22	22.4	31.6 to 20.0
Elementary and secondary school enrollment, 1963-64 (estimate)	1,183,430	10	41,757,665	4,315,000 to 59,115
Percent of change in enrollment, 1953-54 to 1963-64	22.2	40	—	161.4 to -0.4
Public-school enrollment as percent of school-age population, 1963-64	90.4	17	87.1	128.1 to 74.4
Average daily attendance as percent of enrollment, 1963-64 (estimate)	91.0	14	89.2	94.1 to 75.0
Percent of instructional rooms in permanent public-school buildings built before 1920 (as of spring, 1962)	6.0	6	15.9	0.8 to 36.2
Pupils enrolled in excess of normal building capacity as percent of total enrollment, fall, 1962	5.2	34	4.3	0.8 to 9.7
Average salaries of classroom teachers in public schools, 1963-64 (estimate)	\$5,050	37	\$5,963	\$7,375 to \$3,830
Average salary of instructional staff in public schools, 1963-64 (estimate)	\$5,211	37	\$6,164	\$7,800 to \$3,975
Percent increase in estimated average salary of instructional staff, 1953-54 to 1963-64	55.4	38	—	113.3 to 42.8
Pupils per classroom teacher in public elementary and secondary schools, fall, 1962	28.8	46	25.7	19.4 to 30.1
Percent of public elementary and secondary school teachers who are men, 1963-64	23.9	42	30.5	41.8 to 18.4
Median school years completed by persons 25 years old and older, 1960	8.9	45	10.6	12.2 to 8.7
Public high school graduates, 1962-63, as percent of ninth-graders, 1959-60	60.0	46	72.7	87.5 to 56.8
Percent increase in number of high-school graduates, 1953-54 to 1963-64	49.6	34	71.6	235.9 to 10.3
Per capita personal income, 1962	\$1,732	43	\$2,366	\$3,278 to \$1,285
Percent increase in per capita personal income, 1952-62	50.3	5	37.0	84.5 to 7.2
Personal income per child of school age (5-17), 1962	\$6,353	45	\$9,429	\$13,556 to \$4,479
Percent of households with incomes under \$2,500, 1962	31.8	39	23.6	13.1 to 43.4
Percent of households with incomes of \$10,000 or more, 1962	10.4	38	16.8	30.6 to 6.7

W. W. Peek, director of Statistical Services, State Department of Public Instruction, observed that these rankings should not be accepted as "absolute," but that the data on which they are based do afford a general picture of the relative economic efforts of the states in supporting their public schools.

Peek noted that flat comparisons (of per capita income, for example) may be misleading, as such other factors as relative cost of living, buying power, and whether the state's population is predominantly rural or urban, must be taken into consideration in arriving at accurate comparisons.

Variations in a number of other factors also might result in inaccurate comparisons, he observed. For example, different methods of school financing are used in various states, and various standards are used in computing the number of pupils enrolled in excess of "normal building capacity."

Furthermore, Peek stated, it is important to compare the ranking in a specific category with the national average and the range in that category, as well as to compare ratios between figures under different categories.

Teachers and college professors should take to the rostrum to dispel the charge that there is a current "traditional-versus-progressive" controversy. Modern education is very much with us; the science of education is young and there is room for improvement. The job of educating the public in this professional area rests with the school personnel themselves.—Philip Olgin

Percent of public-school revenue receipts from state government, 1963-64 (estimate)	72.0	3	40.1	80.6 to 6.3
Percent of public-school revenue receipts from federal government, 1963-64 (estimate)	3.6	29	3.5	24.1 to 1.7
Per capita total general expenditures of the states, 1962	\$157.52	35	\$168.96	\$317.99 to \$110.47
Per capita state expenditures for education, 1962	\$71.21	15	\$57.99	\$123.18 to \$23.60
State and local expenditures for education as a percent of direct general expenditures for all functions, 1962	43.1	4	36.7	50.0 to 30.3
Per-capita state and local government expenditures for local schools, 1962	\$78.66	33	\$93.93	\$132.14 to \$60.49
Current expenditure for public elementary and secondary schools per pupil in ADA, 1963-64 (estimate)	\$320	41	\$455	\$705 to \$241
Percent of increase in estimated current expenditure per pupil in ADA, 1953-54 to 1963-64	80.8	12	—	117.0 to 32.9

'Education for World Understanding' Stressed As Program Theme of 10 District NCEA Meetings

"Education for World Understanding," theme for the forty-second annual convention of the North Carolina Education Association, was emphasized in numerous ways at 10 district meetings between September 22 and October 23. More than 20,000 educators attended these meetings, which were held in Sanford, Wingate, Asheville, Hickory, Greensboro, Boone, Chapel Hill, Wilmington, Rocky Mount, and Jacksonville.

Dr. Charles F. Carroll, Superintendent of the Department of Public Instruction, challenged teachers at these meetings in terms of their opportunities to meet the needs of all youth and committed them on their recent success in assisting an ever-increasing number of young people to remain in school and to achieve to the limit of their capacities.

Seven outstanding guests addressed the opening sessions of these district meetings: Herbert

Harrison, pastor of the Asbury Delaware Methodist Church, Buffalo; Dr. Marguerite Fisher, associate professor of political science at the Maxwell School of Citizenship, Syracuse University; Governor Terry Sanford; Dr. Seymour Fersht, director of educational resources for the Asia Society in New York; Dr. Lorene Love Ort, associate professor of education, Bowling Green University, who spoke at three meetings; H. I. Willette, superintendent of the Richmond, Virginia public schools; and Imre Kovacs, authority on Central Europe, who addressed two district groups.

Dr. A. C. Dawson, NCEA executive secretary, and Miss Maie Sanders, president of the NCEA, assisted with all general programs. Divisions, departments, and affiliates of NCEA held meetings during these one-day sessions; and officers for the ensuing year were elected in all instances.

Six Graduate Centers Offer Courses for Administrators

North Carolina's sixth graduate center for school administrators opened its program at Kinston Sept. 22.

Established in response to requests from school principals and superintendents in Eastern North Carolina, the Kinston Center operates under auspices of the University of North Carolina's School of Education and is staffed by UNC faculty members. The Two-Year Graduate Program in School Administration is sponsored by the State Board of Education.

Such centers have been fostered by the UNC Graduate School since 1954. Other Graduate Centers are in Chapel Hill, Charlotte, Greensboro, Raleigh, and Winston-Salem. Under the special graduate program, school administrators completing courses at the Centers may apply them toward the Advanced Certificate in Administration, which requires 60 credit hours of graduate work in education and related fields. Administrators who earn such certificates are eligible for higher salaries in their posts.

Tar Heel Educator Finds Herself in Spotlight As President-Elect of NEA Classroom Teachers

A Tar Heel teacher who has specialized in education of the mentally retarded in her home town was spotlighted in numerous news stories and feature articles during the past few months as a result of high honors accorded her by two national groups.

Mrs. Elizabeth Duncan Koontz of Salisbury was named president-elect of the National Education Association's Department of Classroom Teachers at the NEA convention in early July, and later that month took part in a series of private, informal talks between Soviet and American public figures at Leningrad and Moscow.

At the NEA convention in Seattle, Mrs. Koontz shared honors with Governor Terry Sanford, whose leadership in North Carolina's developing programs of education was cited by the NEA, and Dr. Lois V. Edinger of Greensboro, who assumed the presidency of the NEA. (Dr. Edinger is on leave of absence from her duties as professor of education at UNC, Greensboro.)

Timely Election

Mrs. Koontz's election to the NEA executive post was widely commented on in the press as both a precedent and as in timely conjunction with the NEA's adoption of a strong resolution urging desegregation of its affiliated state organizations. The presidency of the Department of Classroom Teachers (830,000 members), largest division of NEA, the world's largest professional organization, is the highest NEA post ever held by a Negro teacher. Mrs. Koontz has served as secretary and vice-president of the Department, and in 1961, she represented the organization on a trip to West Berlin.

Trip to Russia

She was the only woman member of the 16-member United States delegation to the 1964 conference in Russia. She was invited to take part in the talks by Norman Cousins, editor of the *Saturday Review*, while she was attending a meeting of the Department

of Classroom Teachers following the NEA Convention. Others in the delegation included Ralph Dungan, White House advisor; Prof. Kenneth Galbraith, former ambassador to India; Dr. Franklin Murphy, chancellor of the University of Southern California; David Rockefeller, president of Chase Manhattan Bank; Dr. Paul Dudley White, and author James Michener.

On her return to Salisbury, Mrs. Koontz summarized her impressions of the Russian people and her appraisal of the talks with the Russian professional leaders in several press interviews.

She was cited as "Tar Heel of the Week" by the *Raleigh News and Observer*, in a Sunday, Oct. 18 feature article by Jane Hall, and was the subject of several feature articles by Margaret Wilson, Associated Press writer.

Teaching Background

Mrs. Koontz has taught in North Carolina Public Schools for 24 years, beginning her career as an elementary teacher in Dunn. In 1955, she entered the State's developing Special Education Program, and she is now teaching in Salisbury's Price Junior High School. A native of Salisbury, she is a graduate of Livingstone College there and holds the master's degree from Atlanta University, with additional graduate study at Indiana University, Columbia University, and North Carolina College. Her husband, Harry Koontz, is a high school teacher and coach at Dunbar School in Rowan County.

Areas of Concern

Commenting on the NEA's desegregation resolution, Mrs. Koontz observed: "It's going to take some time. These are voluntary organizations." This is but one of the many areas of concern in which she will become increasingly involved as she prepares to assume the presidency of the Department of Classroom Teachers next July, she noted. Other major areas of concern include the trend toward teachers' unions in many

State Supervisor Honored By Librarians' Fraternity

Miss Cora Paul Bomar, supervisor of Library and Instructional Materials Services, State Department of Public Instruction, was elected vice-president and president-elect of Beta Phi Mu, international honorary fraternity of library science, at the organization's annual conference in July.

She will assume the duties of president at the 1965 annual conference, to be held in Detroit next July.

Founded in 1948 at the University of Illinois, Beta Phi Mu recognizes professional achievement and scholastic attainment among practicing librarians and graduate library students in electing its members. Miss Bomar is affiliated with the Epsilon Chapter at the University of North Carolina. There are eight other chapters, including one in England.

Activities promoted by Beta Phi Mu include the annual presentation of three national awards, for outstanding teaching in the field of library science, for noteworthy contribution to library education, and for distinguished writing by a library school student.

Miss Bomar is past president of the American Association of School Librarians and is currently serving on the American Library Association's Committee on Legislation. On four different occasions, she has testified before House and Senate committees in support of national library legislation. Most recently, she worked toward passage of the bill to expand the National Defense Education Act.

parts of the country, overcrowded classrooms, and inadequate teachers' salaries.

On the subject of her work with the educable mentally retarded, she had this to say: "I'm not so sure all of them are really mentally retarded. It is true they test within the limits established by the State for eligibility, but many have such poor backgrounds, with such limited experience, they may appear to be mentally retarded when actually they aren't."

Two Supervisors Attend International Meetings Of Educators in France, Germany During Summer

Mrs. Tora T. Ladu, supervisor of foreign languages for the State Department of Public Instruction, was one of nine persons from the United States who studied last summer at the Center for Research and Study in the Teaching of the French Language in Besancon. There were 230 participants from all parts of the world who studied at this research center, under the auspices of the French National Ministry of Education.

"This institute," said Mrs. Ladu, "was planned for the purpose of acquainting participants with new methods and materials which have been developed in France. Particular emphasis has been placed in their research on the language as spoken by people of all walks of life, especially on everyday conversation among these people; and the findings of this research serve as the basis for work in the Institute."

Teaching techniques included the use of lectures, films, and demonstration classes, as research findings of the Institute were being stressed among participants from many nations. "Every aspect of the program," declared Mrs. Ladu, "was culturally authentic as well as linguistically excellent. This approach—both in terms of materials and method—has been eminently successful in teaching adults of a variety of nationalities."

Prior to her study in Besancon, Mrs. Ladu attended the Institut de Phonetique in Paris for three weeks; and following her four weeks in Besancon, she visited in Austria and Yugoslavia for two weeks.

* * *

Miss D. Macil Via, supervisor of business education for the Department of Public Instruction, also attended a conference in Europe last summer—the International Conference on Business and Economic Education. Among the 128 participants from 17 countries, Miss Via was the only North Carolinian present. She was one

of 10 from the United States at the meeting.

The conference, held in a different nation each year, was sponsored this year by the German Chamber of Industry and Commerce and by the German Federation of Business Teachers. Next year the conference will be held in the United States in New York, and the following year in Denmark.

In addition to attending lectures, films, and demonstrations in German, translated into several languages, conference participants also visited industries in localities near Cologne, especially in Bonn and Dusseldorf. Schools with business departments were visited in Cologne and other nearby communities. In Berlin the conference sessions and visits were similar, with an outstanding visit to Seiman Company, manufacturers of telegraphic and electronic equipment. Participants also visited the Russian sector of Berlin.

"As would be expected, this international conference was extremely well planned and skillfully executed. At the close of the conference everyone was more keenly aware than ever before of the necessity for being better informed about the great and important world of business and economics," declared Miss Via.

Foil Heads Local Program

William C. Foil, a consultant in science education with the Department of Public Instruction for the past two years, has accepted a position as science coordinator for the Chapel Hill public schools.

He assumed his new duties on Aug. 1. These include directing the Pre-Technical Program for Health Services, as well as teaching responsibilities.

Prior to joining the State Department staff, Foil taught at high schools in Winston-Salem.

Former Trade-Industrial Education Supervisor Dies

George Wiley Coggin, 84, former State Supervisor of Trade and Industrial Education, died Sunday, Oct. 4, after suffering a heart attack.

He was in charge of the Trade and Industrial Education program from 1919, when he joined the Vocational Education Division, State Department of Public Instruction, until his retirement on July 1, 1952.

Following his retirement, and until the time of his death, he was head of the Weaving Department with the Raleigh City Recreation Department, teaching classes at the City Arts and Crafts Center.

When Coggin joined the State Department of Public Instruction, he was given the responsibility of setting up the program of Trade and Industrial Education, following the passage of the Smith-Hughes Act, which provided for federal support of vocational education in the various states.

During his years of service, he was a leader in planning and implementing the State's ever-expanding and increasingly diversified vocational education programs. As an indication of the progress during his tenure as State Supervisor, the number of Trade and Industrial Education classes at the time he joined the Department was five, with a total enrollment of 128; while in 1951-52, there were 491 classes, with a total enrollment of 8,344. Total expenditures in this area in 1925-26 were \$54,989, as compared with \$557,269 in 1951-52.

A native of Stanly County, he was a 1904 graduate of Wake Forest College and later did graduate work at the University of Tennessee and Columbia University. Following his graduation from college, he became principal of the Albemarle graded schools. He also had experience as superintendent of schools in Blacksburg, North Augusta, and Easley, S. C. and was chairman of the Industrial Education Department at Clemson College in 1918-19.

Navy Ship Gets New Role as Seagoing Classroom For State's Pioneer Marine Technology Program

A surplus Navy ship, the U. S. S. *Worland*, is being remodeled at a shipyard in Wilmington for use as a floating laboratory and nautical training ship in the new marine technology program of Cape Fear Technical Institute.

The 185-foot vessel, a patrol craft escort, is to be renamed the *Advance II*, after a Civil War blockade runner which made many trips up the Cape Fear River to Wilmington. Built in 1944 for about \$1.6 million, the steel-hulled ship is powered by two diesel engines. She is capable of 15 knots, with a cruising capability of 7,600 miles.

After being declared surplus in May, the ship was acquired without charge by the State Federal Surplus Property Agency and the Purchase and Contract Division of the General Services Administration.

Pioneer Program

The Institute's Marine Technology program is the second of its kind in the United States. Capt. Arthur W. Jordan, who will be in charge of the *Advance II*, had a key role in the establishment of the first state-supported marine technology program by the Maine Vocational-Technical Institute six years ago.

An "old salt," Jordan started out by working on beam trawlers and later served in the Navy during World War II, in the North Atlantic and Asiatic-Pacific theaters. He studied mathematics and zoology at the University of Maine and oceanography at the U. S. Oceanography Office in Washington, D. C.

With him at the helm of the new program is Cmdr. Ralph L. Porter (USN Ret.).

Broad Spectrum

Marine technology, the "farming of the oceans," is a field of study which has long been neglected in the United States, Capt. Jordan said. The new two-year program will involve the training of men in a combination of marine studies. Each student will "get a chance to explore a full spectrum of the ocean sciences," Jor-

dan explained.

Both technical studies in the classroom and practical experience at sea will be provided in the program, which offers two-year degrees in various marine occupations.

Areas of study will include navigation, marine engineering, mathematics, electronics, physics, chemistry, marine biology, oceanography, cartography, fishing operations and seafood processing.

Operations at sea in the *Advance II* will include practical seamanship, navigation, fishing operations, and collecting and processing of data and specimens for use in marine biology and oceanography.

"We feel that this will enable to the student to make a choice of study specialization later and will also enable him to see how the various phases of oceanography are related," Jordan said.

Pressing Need Cited

There is already a pressing need for people trained in various phases of marine technology, Jordan declared, and vocational opportunities will increase as more and more use is made of ocean resources.

"I feel that someday we'll have to rely on the oceans for our very survival," he stated. "Because of the population explosion it is necessary to search the ocean for a greater supply of foods.

"Although the supply of food in the ocean is not inexhaustible, we haven't even scratched the surface." Controlled methods of 'farming' the sea are being developed, he stated, but "the agriculture of the sea today is where the agriculture of the land was 150 years ago." Other uses of ocean resources, such as to alleviate critical water shortages, also are in a relatively primitive stage of development, he observed.

Docking Ceremony

Among those on hand to greet the ship's arrival at the Wilmington Shipyard on Aug. 9 were Dr. Dallas Herring, chairman of the State Board of Education; Dr. I. E. Ready, director of the De-

CFTI Plans New Facilities On Wilmington Waterfront

Plans for construction of the proposed \$1.5 million Cape Fear Technical Institute in Wilmington's downtown redevelopment area were reviewed by M. J. McLeod, president of the Institute, in a progress report to CFTI's Board of Trustees in mid-October.

McLeod told the board that it was anticipated that matching federal funds for new facility will be available as soon as the State's plans for vocational education programs are approved by federal officials.

Preliminary designs for the CFTI facility were completed recently by the Wilmington architectural firm of Ballard, McKim and Sawyer.

The new technical institute, which will replace the New Hanover County Industrial Education Center, was approved by voters in a countywide referendum last May 30. A two-block section has been cleared for the site in the redevelopment area.

partment of Community Colleges, and Col. James R. Smith, head of the State's Federal Surplus Property Agency. The ceremony came about a year after Dr. Ready, Dr. Herring, and Ivan Valentine, assistant director, Division of Vocational-Technician Programs, began plans for the marine technology programs.

After inspecting the vessel, Col. Smith declared that it was in "excellent condition—one of the best pieces of surplus transferred to any educational agency I have ever seen."

Remodeling Plans

At a meeting of the Institute's Board of Trustees in mid-October, M. J. McLeod, president of CFTI, announced that specifications and drawings for the remodeling of the ship should be completed within a few days. Plans for the dedication of the ship are already under way, reported William E. Emmart, one of the trustees. The Coastal Engineering Company of Norfolk is doing the architectural planning.

Food and Drug Administration, Other Agencies Step Up Drive for Better Consumer Education

"The informed consumer is his own best protection," declared a representative of the Food and Drug Administration's Consumer Information Branch in a talk to staff members of the State Department of Public Instruction in mid-September.

Mrs. Margaret H. Nicholson, who writes and edits consumer information materials for FDA, stressed the importance of consumer health education and described how that federal agency works to protect consumers through its informational services as well as by testing various products, specifying how food and drug products shall be labeled, establishing standards, and seeing that manufacturers observe various requirements.

Consumer Needs Help

Even though the Federal Food, Drug and Cosmetic Act and the Federal Hazardous Substances Labeling Act provide for a wide range of safeguards, in the final analysis, the consumer's protection depends on how well-informed he is and how well he uses his knowledge in selecting the products he buys, Mrs. Nicholson stated.

"The consumer's problem in choosing and using foods, drugs and cosmetics is much more complex today than it has ever been before. . . . The consumer needs help in understanding and wants protection against fraud as he makes his choices in the marketplace."

Recognition of the need for better consumer education has prompted governmental, medical and educational leaders and organizations to urge and to take steps toward providing improved consumer information and education services, she noted. Both President Kennedy and President

Johnson stressed these needs in messages to Congress, and President Johnson established the President's Committee on Consumer Interests, charging it "to examine the many programs for consumer education in our schools, to stimulate the development of curricula and training materials, and to encourage larger numbers of our young people to seek instruction in the fundamentals of budgeting, buying, and borrowing."

School Health Study

The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association this year adopted a resolution strongly urging "that the schools in every community incorporate appropriate units on consumer education into their health education programs." Mrs. Nicholson also cited the nationwide School Health Study recently completed under the sponsorship of the Bronfman Foundation, involving the collaboration of an advisory committee of outstanding professionals in the field of education, medicine, and health.

FDA's Services

"In the area of consumer health education, we believe the Food and Drug Administration can be of service to educators and students," she told the group. "As a first step, we have prepared a guide for teachers and adult group leaders who would be using FDA literature to study the consumer protection provisions of the Federal Food, Drug and Cosmetic Act and the Federal Hazardous Substances Labeling Act.

"Important understandings were arranged under the headings of five school disciplines: science, health, home economics, social studies, and career guidance."

Comments of educators, nurses, extension workers and other leaders who have used the guide in conjunction with the FDA's Consumer Production Packets, as well as various studies, indicate "that

New Language Learning Idea Emphasized at Conference

"Language Learning: A Multi-Discipline Concept," was the theme of the second annual State-wide Foreign Language Conference, which was held in Winston-Salem, October 30-31.

The conference was sponsored by the State Department of Public Instruction, and was arranged by Mrs. Tora Ladu, State supervisor of modern foreign languages, and Mrs. Lee Sparkman and Virgil Miller, consultants, in cooperation with Nile Hunt, director of the Division of Instructional Services. More than 125 teachers of modern foreign languages attended this conference.

Dr. Nelson Brooks of Yale University, internationally known author of *Language and Language Learning* and other books, gave the keynote address on "Language Learning: A New Concept and a New Approach."

Latin American and French songs and folk dances suitable for teaching in foreign language classes were featured at the conference during a social hour.

Another feature of the conference was an address by Mme. Yvonne Vukovic of Paris, guest consultant with the North Carolina State Department of Public Instruction. She spoke on "New Methods and Materials Developed in France," using a recent film to illustrate current research in language now being carried on in France.

Demonstration classes illustrating new materials for teaching French and Spanish were held during the conference, with teachers and students from the Ben Smith High School in Greensboro, the Brevard Senior High School, and the Ferndale Junior High School in High Point participating in the demonstrations.

the concepts of consumer health education can be gained best through a multidisciplinary approach involving particularly the disciplines of health, science, and social studies," Mrs. Nicholson stated.

MRS. MARGARET H. NICHOLSON, a graduate of the University of North Carolina, was born in a teacherage in Wayne County. Her father, Fred E. Howard, was for many years principal of schools in Wilson County.

'Learning Labs' Utilize Programed Materials, Provide Individualized Instruction for Adults

Some 2,000 adults in North Carolina are enrolled in a curriculum which had its inception less than nine months ago—the Fundamentals Learning Laboratories, which utilize programed instructional materials in individualized kits on a wide range of subjects, from beginning reading through college-level courses.

Dr. Edward T. Brown, assistant director for research, N. C. Department of Curriculum Study, who launched and now directs the "Learning Lab" program in the State, described how the auto-instructional method works in an article featured in the July issue of the *North Carolina Engineer*, a publication of the N. C. Society of Engineers.

Programed instructional materials, he explained, appear in both book and machine format, and both types of materials are used in the Learning Labs. As of Oct. 20, Dr. Brown stated, these labs were in operation at 15 institutions included in the State's Community College system, and one more, at the Sandhills Community College, was "ready to go".

Tailored to Individual

Dr. Brown sees programed instruction as the most efficient answer to a broad range of adult educational needs. Permitting each student to proceed at his own rate and on a schedule which is convenient for him, the Learning Lab courses provide instruction tailored to individual needs.

Students range in age from 18 to 77; typically, they are in their early 30's. They enroll in the courses for a variety of reasons—perhaps because they have found they require specific preparation to undertake courses offered in an industrial education center, a technical institute, or a community college; perhaps because they are preparing to take the General Educational Development Tests to qualify for a High School Equivalency Certificate; or perhaps because certain courses would improve their occupational skills.

Students typically maintain a

schedule of about 10 hours' study per week in the Learning Lab, with regular sessions two or three days per week. The most popular work times are at night, particularly Tuesdays and Thursdays. Most of the study tables also are filled several afternoons.

Initial Steps

The staff of each Learning Laboratory consists of one or two coordinators, who interview prospective students and explain the program to them. If the prospective student is still interested after the initial explanation, he pays an instruction fee of \$2.00, an annual charge which is the only cost to the student, except for the price of a notebook and pencils.

Next, the coordinator obtains from the student information with respect to his general educational background, his work experience, his objectives in taking the course, etc. After this, placement exercises or tests may be administered. The final act of the enrollment procedure is the selection of programed materials and the listing of the sequence of programs. All of this is usually accomplished in one interview. From then on, the student returns to the Learning Laboratory to complete the instructional program.

Each student works out with the coordinator a realistic schedule of the times when he will be working in the Learning Laboratory. He is expected to stick to this schedule and is encouraged to put in additional time when this is possible.

How It Works

The program presents a body of knowledge in a sequence of small steps called "frames." Each of these adds a bit to what the student already knows and requires that he respond to show that he has acquired the new knowledge. Immediately, the correctness of the response is verified, and the student proceeds to the next frame. Upon completion of a set of frames (usually several hundred) a test is provided to check

Biology Teacher Honored

Ray Caldwell, biology teacher at Maiden High School, was named an "Outstanding Biology Teacher" in the awards program of the National Association of Biology Teachers.

Governor Terry Sanford presented the award to Caldwell at the Governor's Office in Raleigh on Sept. 15.

on comprehension of that part of the program. A final examination covers the entire program.

All of the course material is kept on open shelves. After signing in, the student takes a copy of the program in which he is working, as well as the student record book or program supplement. He is "on his own" until he reaches the point where the program calls for a test. He then obtains the test from the coordinator, completes it and it is immediately graded by the coordinator. A score of better than 85 percent is required for the student to move ahead. If he fails to attain that score, the coordinator decides what part of the program is to be reviewed or whether the student should shift to the same materials in another program.

Function of Tests

These tests are designed to convince the student and the coordinator that a high level of mastery of the course content is taking place. No grades, as such, are given, but upon completion of the course, a standardized examination provides a final record of achievement, a transcript of which can be provided.

"We do not know of any other installation which places such massive reliance on programed materials and auto-instructional kits to perform the instructional job," Dr. Brown stated. Because the program is so new, it will be some time before sufficient data are compiled to allow a full evaluation. Already, however, it is evident that this approach to adult education has distinct advantages, both psychologically and with respect to efficient use of time, he said.

The Attorney General Rules . . .

Public Schools; Regulations of Board of Education; Faculty Handbooks and Regulations; Deducting Points or Lowering a Pupil's Grade as a Form of Disciplinary Action; Retroactive Application of Grade Deduction.

In reply to your recent inquiry:

You refer to an item carried in the newspapers to the effect that our office had ruled that once a student earns a grade it cannot be altered to discipline him. This opinion has excited a great deal of comment in public school circles and I think we should explain more fully what was really intended and meant by our opinion in this matter.

The application of the opinion which we were attempting to make in that case was simply the fact that if a student once legitimately earned a grade in his subjects and studies he should keep that grade, and we do not think that a regulation which would reduce or lower the grade for deportment or punitive reasons is rational and reasonably related to the deportment process and procedure. As you know, most lawyers are pretty

much set against the application of retrospective or retroactive punitive procedures which reach back and detract from a status that was legitimately and properly earned. A pupil having once established his entitlement to a certain grade and having complied with all the components and factors which enter into establishing that grade should be entitled to keep that grade free and clear of any further acts that may be visited upon him for various types of misconduct in schools. Such a system seemed to us to be utterly irrational and not a logical or sensible form of punishment for bad or unseemly deportment. As you know, the Constitution of the United States, as well as the Constitution of North Carolina, look with great disfavor on any attempt to make retroactive applications of penal or punitive measures or regulations.

We come now to what we think is a legal or valid lowering or deduction from grades. I have before me a faculty handbook for a high school in North Carolina which with some variations is probably in force throughout the State. It appears that school personnel regard absences as highly detrimental to organized classroom instruction. Usually a certain number of absences will result in no grade for the course involved. In most instances unexcused absences result in a deduction of so many points for a weekly period for each unexcused absence during the grading period. A student who is absent from and misses an assigned test during an unexcused absence usually is not granted the privilege of making up the test and will receive a grade of zero for the test. Most manuals list the various types of unexcused absences, and, of course, there are also listed a group of excusable absences with an opportunity to do make-up work.

Now, we do not see why these should not be considered as valid, legal and legitimate factors in determining a student's grade. We have never said that this was im-

Cumberland Voters Approve \$3 Million School Bond Issue

Cumberland County's voter approved a \$3 million school bond issue by a margin of better than 8 to 1 in a special referendum held Sept. 30. The vote was 3,842 for the issue and 448 against.

Most of the bond issue funds are earmarked for school construction, to alleviate severe overcrowding of school facilities in Cumberland County and Fayetteville.

The county's share of the funds will be \$2 million, with \$1 million to be used by the city.

The Cumberland County commissioners originally approved a \$6 million bond issue. However, the bonding attorneys found an error in procedure when the county assumed bonded indebtedness in 1936. Therefore, the bond issue was limited to \$3 million.

F. D. Byrd, Jr., superintendent of Cumberland County schools, stated that it is the intention of the school boards and the county commissioners to request that the General Assembly remove this technicality and to proceed with plans for a referendum on an additional \$3 million bond issue.

Two Local Programs Provide Better Meals for Students

Special programs aimed at providing better nutrition for disadvantaged pupils were initiated recently in the Charlotte-Mecklenburg and Winston-Salem/Forsyth school systems.

In Mecklenburg, the North Carolina Fund and the Charlotte Area Fund have made funds available to reduce the price of lunches at schools in disadvantaged areas from 25 to 15 cents.

At Winston-Salem, a pilot project to provide free warm breakfasts for 75 youngsters was started at North Elementary School. With the cooperation of the Parent-Teacher Association and using government surplus foods, the school is providing a bowl of hot cereal and a glass of milk for students who have been going to school hungry.

Youth grows and develops largely by example. It seeks the esteem of those it respects for character and achievement. When this respect and example are mutual among groups coming together on common ground, the influence of one upon another is enormously multiplied.—Walt Disney

proper, and it was not the intent of our opinion to apply to these grading functions or procedures which are applicable to a grading period. These are matters which are within the judgment and discretion of those who administer the school system and certainly this office has no authority in such fields and would not want to even have any authority over such matters, for they rest in the domain of educators.

Attorney General,
September 29, 1964.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

Dr. J. P. Freeman has been named Director of the Division of Professional Services and Nile F. Hunt Director of the Division of Instructional Services. Dr. Freeman previously was rating specialist in the Division of Professional Services, and Hunt was director of the State's NDEA program.

Ten Years Ago, 1954

State Superintendent Charles F. Carroll told the House Education Subcommittee last month that North Carolina would soon be unable to provide school construction funds to alleviate increasing overcrowding in the State's public schools. He reported that the estimated school construction needs for the next seven years totaled \$425 million, with only \$125 million available from State and local funds.

Fifteen Years Ago, 1949

No State-wide testing program will be conducted this year. Dr. J. Henry Highsmith, Director of the Division of Instructional Services, stated that city and county units will make their own plans and administer such tests as are needed in their instructional programs.

Twenty Years Ago, 1944

A total of 132,711 students were enrolled in pre-induction courses in North Carolina's public schools during 1943-44, according to a report by Ralph J. Andrews, former State Coordinator of Wartime and Safety Education. Such courses were offered in 2,870 schools.

Twenty-Five Years Ago, 1939

T. Carl Brown has been named supervisor of the State's new Distributive Education Program. Federal aid for this and other vocational education programs was provided under the George-Deen Act.

\$7 Million Ford Foundation Grant Will Provide 200 Scholarships Annually for Negro Students

A \$7 million Ford Foundation grant to the National Merit Scholarship Corporation will provide college scholarships for 200 outstanding Negro high school students each year for the next five years.

The awards, to be known as National Achievement Scholarships, will cover the four years of college, said John M. Stalnaker, president of the National Merit Scholarship Corporation. The amount of each scholarship will be based on individual financial need, ranging from \$250 to \$1,500 a year.

Nominations of students by the schools they attend were invited in October for the first year's awards. Names of the scholarship winners will be announced in the spring of 1965, Stalnaker said. Selection of finalists and winners will be made in proportion to the Negro population in four geographical regions covering the entire nation.

Brochure Gives Information On Colleges' Art Programs

Accompanying the fall newsletter of North Carolina Art Education, issued by Perry Kelly, State supervisor of art education, was a 16-page brochure entitled, *North Carolina College Art Programs, 1964*.

"This compilation of information on the art offerings in North Carolina's colleges and universities," stated Kelly, "is an attempt to answer requests of prospective art students within North Carolina and from other states. It is believed that the personnel of the college art departments themselves may find this material useful."

After brief descriptions of each college, including the names of art directors, a listing of courses offered by these institutions is found on pages 8-13. College art personnel are listed as the concluding feature of this publication.

A committee of experts will review all available information and select 600 finalists. Names of the finalists and information about them will be distributed to accredited Negro colleges and other sources of financial aid. A second committee will select the winners from the list of finalists.

Should additional funds become available for an increased number of National Achievement Scholarships, either in 1964-65 or in future years, such awards will be added to those in the selection regions specified by the donors.

Art, Writing, Photography Scholastic Awards Offered

Tuition scholarships and scholarship grants totaling \$84,000 will be offered to high school seniors during the 1964-65 school year through the Scholastic Awards programs conducted by Scholastic Magazines, Inc.

Sixty-one art schools and college art departments throughout the country are offering a total of 100 tuition scholarships valued at \$75,000 through the Scholastic Art Awards Program. Two full four-year tuition scholarships will be awarded through the Scholastic Magazines Writing Awards program to students whose manuscripts show unusual promise.

In addition, there will be two awards of \$500 each for students judged to have outstanding creative ability in art and writing, respectively; and a \$1,000 scholarship grant will be awarded to a student demonstrating outstanding photographic ability.

Full particulars and official rule booklets will be furnished free upon written request (before January) to Scholastic Magazines Art Awards, Writing Awards, or Photography Awards, 50 West 44th St., New York, N. Y. 10036.

NORTH CAROLINA PUBLIC SCHOOL

BULLETIN

DECEMBER, 1964

RALEIGH, NORTH CAROLINA

No. 4



Governor-Elect Dan K. Moore Declares Education Key to Continuing Progress for North Carolina

Education will be given top priority during his administration, Governor-elect Dan K. Moore told two groups of Tar Heel educators in mid-November and early December.

In an address at the opening session of the sixteenth annual Special Education Conference at Winston-Salem on Nov. 19, the Governor-elect declared: "I placed education first in 14 months of campaigning across this State, and I'm here to tell you that education will remain first in my thoughts during the next four years."

Key to Progress

Education, he said, "is the supreme issue facing us today" and is "the key to everything that North Carolina can be and should be in the days ahead."

"A vast economic, social, and cultural potential exists in this State today," Moore continued. "We have hardly begun to tap this potential. And we will not truly begin until we have developed, as fully as possible, our greatest potential—the knowledge and skills of our people. There is only one way we can do this—through education."

One of the principal challenges which North Carolina accepts is providing educational programs which will meet the needs of the mentally retarded child and the gifted child, Moore stated.

Education for All

"The really progressive society," he declared, "is the society in which every citizen is contributing to progress at his or her maximum capacity. And this maximum capacity can only be achieved through a public education pro-

gram that reaches every citizen, young and old.

"North Carolina has to move forward in this field, and it has to move forward dramatically. There is no alternative to this course. This is not a thing we will do because we have chosen to do it. It is a thing we will do because it has to be done."

Addressing the Division of Superintendents of the N. C. Education Association at Durham on Dec. 1, the Governor-elect reiterated his declaration on the priority of education.

'Spare No Effort'

North Carolina has been doing a good job in the field of education, he told the school administrators, "but the fact remains that we have not done a good enough job. We have fallen short of all that must be done.

"I want to assure you that I will spare no effort to meet my responsibility in the days ahead. And I will call on each of you to go the extra mile in meeting your responsibility."

Cites Special Needs

Moore said he would call for special concentration on the development of vocational education programs to meet the needs of the many children who will not go to college.

He also stressed the need for continuing development of programs for the gifted, the mentally retarded, and the handicapped; "for a vigorous attack on the dropout problem," and for "expanding our programs for training school administrators."

(For further information on the Special Education Conference and the NCEA Superintendents' Conference, see pages 7 and 16.)

Board Approves State Plan For Adult Basic Education

North Carolina was the first state to submit a State Plan for Adult Basic Education under provisions of Title II-B of the new Economic Opportunity Act. The plan was approved by the State Board of Education at its Nov. 5 meeting.

The Economic Opportunity Act of 1964 calls for allocation of federal funds totaling \$25 million to the states for Adult Basic Education Programs. North Carolina's share of the appropriation is to be \$1,125,733.

Under the State Plan, which is subject to approval by the U. S. Office of Education, responsibility for administration of North Carolina's program is delegated to the Department of Community Colleges. It will operate under the Department's Division of Adult Education and Community Services, headed by Dr. Monroe C. Neff.

The North Carolina proposal calls for the setting up of basic education classes in communities throughout the State for persons 18 years of age or older who have not completed eighth-grade education. The instructional program will emphasize basic communicative skills and will also include arithmetic, social studies, health, consumer education, homemaking education and other areas.

Cooperation of community action groups and local boards of education will be enlisted in developing these local programs and in devising methods of reaching those who would benefit most from the classes.

Teachers for the adult classes will be trained at special institutes held throughout the State. Among those expected to be recruited as teachers are substitute, inactive and retired teachers, retired Armed Forces personnel, housewives, and business and industry personnel.

(See pages 4 and 5)

Superintendent Carroll Says . . .

(Excerpts from address to county and city school superintendents in Durham, December 2, 1964, upon the occasion of the observance of the Centennial of the American Association of School Administrators)

. . . The American Association of School Administrators, over the years since 1866, has achieved remarkably well. And, because of this achievement, this Nation and its people—yeo, this world and its people—have benefited in a manner and to a degree that cannot be easily or properly assessed. . . . But the years between 1866 and 1965 are passed. What has gone before is gone. . . . The best that we can do at this point is to resolve that the best years of education in North Carolina and in the United States are ahead. . . . With this thought in mind, and with particular regard to ways and means through which North Carolina can achieve for more in public school education. . . .

I predict there will come a day (and I trust it is not too distant)

. . . When the State of North Carolina, acting through the General Assembly, will develop a continuing formula for financing education, both current expense and capital outlay—the formula to be of such strength as to require local participation according to ability and need. Only in this manner can intelligent, long-term educational planning occur. Long-term planning must be attended by consistent and not by “hit-or-miss”, “hot-or-cold” financial support.

. . . When in order to qualify for State financial aid, county and city boards of education will have to obtain and maintain accredited status for all the schools within their jurisdiction. Currently, of course, the best and the poorest school systems receive practically the same financial aid from the State regardless of their superior or their sorry condition. To be sure, the very idea of having accredited schools as a prerequisite to their receiving of State aid represents a very radical departure from that to which we are accustomed. Accreditation is evidence that a school is operating up to high standards. There is no place in North Carolina for any other type of school.

. . . When the people of North Carolina will not be content with the six-hour, 180-day school term that was decided upon originally a century ago or more in this country as being best suited to the demands and needs of that day. If, as so many of us contend, the sum total of human knowledge doubles every 15 years, or with every generation, how can we justify the same length of day, the same length of school year we had as our ideal 80, 90, or 100 years ago? We know, of course, that among the major notions of the world we have in the United States and in the several states thereof the shortest term of all. The lengthening of the school term in North Carolina from 180 to 200 or 210 days might well come through summer schools without expense to the pupils. An increasing number of children are idle in the summer months and many of these children would like very much to have something beneficial to do.

. . . When we shall have public kindergartens for the primary purpose of helping educate children and not merely for the convenience of parents.

. . . When we shall have free public schools instead of “fee” public schools in North Carolina.

. . . When, through merger, school administrative units, county and city, will be big enough and resourceful enough to operate and conduct a program of differential education.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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EDITORIAL BOARD

CHARLES F. CARROLL
State Supt. of Public Instruction

J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN

Vol. XXIX, No. 4

December, 1964

Let early education be a sort of amusement; you will then be better able to find out the natural bent.—Plato

A good education consists in giving to the body and the soul all the beauty and all the perfection of which they are capable.—Plato

Abe Lincoln was not great because he was born in a cabin—but because he was able to get out of it.—Elmer S. Crowley

As any engineer knows, a structure may serve its intended purpose for many years, and inherent defects may not become apparent until the structure is subjected to unusual stresses and strains. It is my personal judgment that an analogous situation exists in our programs of organized education; they have served our needs very well until subjected to the stresses and strains of modern civilization. Now we are observing weaknesses of disquieting consequence.—Carroll V. Newson

Educators . . . are not mere messenger boys or service station attendants for society. They should question and re-examine old and new values. Surely, one of the basic contributions of the good teacher should be to create a spirit of honest inquiry and reflection in his students.—Mark Starr

We must train our teachers as a sculptor is trained; not as a physicist. They must think like poets, not like statisticians. For they are dealing not with things, like the chemists, nor with bodies, like the physicians, nor yet with minds alone, like the psychologists. To them and to us is reserved the splendid privilege of fashioning and nurturing those coruscating iridescent entities called personalities, transient as the glancing sunbeam but more lasting than the granite of our hills. It is at once the most precious and most dangerous duty entrusted by mankind to men.—Max Rafferty

The man who cannot wonder is but a pair of spectacles behind which there is no eye.—Thomas Carlyle

Serving A Lifelong Process

The fact that learning is a lifelong process is accepted by all intelligent individuals. The fact that North Carolina as a State recognizes this in its official attitude and actions is of particular significance.

The concept of learning as a lifelong process is rapidly being accepted throughout North Carolina. Wherever one goes, emphasis is on education for everyone. "The school is no longer a place for youth alone but for adults as well," were the words of Assistant State Superintendent J. Everette Miller in a Statewide convention last month. "North Carolina's educational institutions must reach all citizens," declares Dr. Eppes Ready, director of North Carolina's community colleges, in practically all his speeches.

Students themselves are becoming aware, just as many adults have been forced to do, that learning itself is never completed. This tired, conventional theme for graduation speeches has taken on so much vitality in recent years that some are tempted to regard the idea as new. Though eternally true, the concept is now characterized by a sense of reality and urgency.

Manifestations are numerous: increased emphasis on junior colleges, community colleges, technical institutes, and industrial education centers; on-the-job training, refresher courses, and clinics; graduate work, extension courses, night and Saturday classes; increased emphasis on all aspects of vocational education through the public schools as well as other agencies; educational television for those enrolled for special classes as well as for those who need on-the-job training; the ever-increasing focus of publishing houses on appropriate publications in many areas of knowledge; workshops, conferences, and seminars designed for individual and group advancement; and the increasing allocation of State and Federal money for continuing education.

The need for lifelong learning is apparent and the need is great. Fortunately, North Carolina is moving rapidly to meet this need. By 1970, many of the State's educational leaders believe that North Carolina will be doing as much as any State in the union to guarantee all its citizens ample opportunities for lifelong learning.

Ideas Plus Hard Work

"He was never too busy to listen to other people's ideas; he was never too tired to do another job for North Carolinians!" Among the many compliments paid to Governor Terry Sanford at the Statewide appreciation dinner, this one has particular meaning for everyone who would be part of a State on the go.

North Carolina's progress in recent years, especially in education, is a clear manifestation of the power of ideas in action and the power of continuous, relentless effort to achieve a worthwhile goal. The fact that Governor Sanford is a man of ideas himself, and the fact that he is willing to listen to the ideas of others, weigh their strengths, and find ways to implement those which seemed to give promise of a greater North Carolina, have now become part of the State's enviable heritage. Through his leadership, Governor Sanford has helped to dispel the notion that it takes a generation to put an educational idea into practice.

Ideas alone can never guarantee progress; but ideas plus persistent effort can transform society. In a measure heretofore unknown in North Carolina, Governor Sanford has taken the initiative to bring about a new era of educational progress. If this progress is to continue, educators and laymen alike must continue to operate on the premise that ideas plus hard work can continue to enrich the lives of all North Carolinians.

Cultural Enrichment

Again this year, thousands of high school students throughout North Carolina are getting the opportunity to witness performances by two outstanding professional acting groups. Sixty performances of "The World of Carl Sandburg" by the Vagabond Players of Flat Rock were presented this fall; and beginning in January, a similar number of performances of excerpts from Shakespeare is being scheduled by Theatre-in-Education, Inc.

Both of these dramatic ventures are made possible by provisions of the General Assembly and the State Board of Education. As a result, appreciation for excellence and variety in education will be extended across the State; and students, more than ever before, will realize the beauty, strength and satisfaction which resides in great literature as well as in outstanding acting.

Throughout the State, students and adults alike have every reason to rejoice in the vision of the Legislature and the State Board of Education in providing for this type of educational experience for such a large number of young people. No other state gives financial support for touring theatrical organizations whose purpose is the authentic presentation of the works of great authors. Because of this support, students and teachers are privileged to witness professional performances without any cost to individual students or schools.

Fortunately, these projects are typical of many others which, in recent years, have characterized the progressive spirit in North Carolina and have enriched the lives of countless thousands of students. Congratulations are in order to legislators, educators, and laymen who act upon their belief that the total potentialities of all students should be developed. In such an atmosphere, North Carolina will continue to forge ahead in its educational program.

State Plan for Adult Basic Education Program Calls for Cooperative Community-Level Efforts

North Carolina's proposed Adult Basic Education Program under Title II-B of the Economic Opportunity Act of 1964 is designed to provide a variety of instructional programs for adults in communities throughout the State, in keeping with the declaration of purpose for such programs set forth in the Act.

The State Plan, approved by the State Board of Education on Nov. 5, includes the following description:

The adult basic education program shall provide for all individuals in all 100 counties of North Carolina over 18 years of age, whose lack of basic education skills constitutes a substantial impairment of their ability to adapt to and function successfully within contemporary society, an opportunity for basic education. Instruction is to include elementary level education for adults with emphasis on the skills of reading, writing, speaking, listening, arithmetic, citizenship, health practices, consumer knowledge, human relations and home and family living.

Plan of Operation

Responsibility for administering the educational programs and funds for adult basic education provided for under the Act is delegated to the Department of Community Colleges. Specifically, the Department's Assistant Director for the General Adult Education and Community Services Division, under the Director, is charged with responsibility of directing the program.

Funds for the operation of these local programs are to be allocated to community colleges, technical institutes, and industrial education centers, which will set up the programs in cooperation with local boards of education and, wherever feasible, with community action organizations.

The initial Plan of Operation prepared by the Department of Community Colleges pursuant to provisions of the State Plan divides the State's 100 counties into 25 districts, each to be served by one of the institutions in the community college system.

Student Recruitment

Efforts will be made to enroll students who would benefit most from such classes. A variety of means will be used in recruiting students. Community action groups will be called upon to conduct "grass roots" campaigns and to develop appropriate methods of arousing the interest of those eligible to enroll.

Classes will be scheduled at various times, for the convenience of the students, and will be held at places which will encourage participation by those they are designed to benefit—at local schools, churches, YMCA's and YWCA's, libraries, lodge halls, and in homes, for example, as well as on the campuses of the 34 area institutions in the community college system.

Teacher Training

Recruitment of teachers will be carried out mainly by local educational agencies, community action organizations, and the area institutions. Among those who may be employed as teachers are substitute teachers, inactive and retired teachers, retired Armed Forces Personnel, housewives, and business and industrial personnel. State certification will not be required for these teachers, but it is recommended that they have a baccalaureate degree.

Teacher training institutes will be held throughout the State. Colleges and universities will be asked to cooperate in the preparation of teachers, counselors, supervisors, and administrators, in evaluation of local programs, and in research projects. The Plan of Operation sets up a tentative schedule for the initial series of training institutes over a three-month period.

(Continued on next page)

Neff Heads Adult Education, Community Service Program

Dr. Monroe C. Neff joined the staff of the Department of Community Colleges on July 1 as an assistant director. He is in charge of the Division of Adult Education and Community Services, including the new Adult Basic Education Program.

He was formerly a member of the faculty of the University of Wyoming and received his D.Ed. degree from that institution. He served one year as coordinator of special projects and one year as coordinator of extension classes and field summer schools in the University's Division of Adult Education and Community Service.

Dr. Neff has had a total of 13 years' experience in public school work—eight years as a teacher in the secondary schools at Jackson, Miss., and five years as director of that city's adult and vocational education programs.

A native of Commerce, Tex., he is a graduate of Texas A & M University and holds the M.A. degree from Mississippi College. He was awarded a graduate fellowship by the Fund for Adult Education.

While at Jackson, he was president of the Mississippi Public School and Junior College Adult Education Association, the Mississippi Adult Education Association, the Mississippi Industrial Arts Association, and the Jackson League of Credit Unions. He was a member of the boards of directors of the Jackson Education Association and the Mississippi Nursing Association; the Governor's Committee on Public School and Junior College Adult Education; the State Committee on the Study of Aging; and the State Legislative Study Committee on Adult Education.

In 1962, at the request of the National Education Association, he testified before a Congressional committee in behalf of federal legislation for adult education—the basic Adult Education Act of 1962.

He is a member of numerous civic, honorary and professional organizations, including Sertoma, Kappa Delta Pi, and Phi Delta Kappa.

Adult Basic Education

(Continued from page 4)

Four Basic Systems

Four basic adult education systems have been approved for use in North Carolina. Provision is also made for the conducting of pilot projects designed to develop and test other instructional systems.

Though the four approved systems employ different approaches and materials, all are designed to enable students to develop basic communicative skills and other fundamental skills rapidly and efficiently.

- The Family Phonics System, developed by the Board for Fundamental Education in 1963, is designed to teach adults and older youth the functional use of communication skills—reading, writing, spelling, arithmetic, and grammar—in six to nine weeks. It utilizes a basic vocabulary of 1,000 words.

- The Laubach Literacy Education Course of Study consists of 98 filmed lessons, each 30 minutes long, with instruction by an expert literacy teacher. It utilizes the "picture-word-letter" association procedure and a basic vocabulary of 1,000 to 1,700 words.

- The Words in Color System, developed in England, is now provided by Encyclopædia Britannica. It is estimated that adults can learn to read and write in 50 three-hour sessions with this system.

- The Learning Laboratories System, already in use in many institutions in the State, was developed by Dr. Edward T. Brown, assistant director, Department of Curriculum Study and Research, State Board of Education. It utilizes programmed instructional materials which allow each student to proceed at his own pace and on his own level, from basic reading, grammar and arithmetic, through college level courses.

Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.—Mark Twain

Dr. Woodrow Sugg of Gastonia Named Director Of Comprehensive School Improvement Project

Dr. Woodrow B. Sugg, superintendent of schools at Gastonia for the past 6½ years, accepted appointment in mid-November as director of North Carolina's Comprehensive School Improvement Project.

He resigned the Gastonia post effective Dec. 1 and on that date assumed his new duties as head of the experimental instructional program sponsored by the State Board of Education, the North Carolina Fund, and the State Department of Public Instruction.

Local School Projects

From his office at Raleigh, Dr. Sugg will supervise and coordinate the CSIP program, which over the next three years will involve projects in 300 selected schools throughout the State. Under the program, in which 100 schools already are participating, students in grades one through three are taught in ungraded classes by teams of three teachers. A teachers' aide is provided for each team, and college-student interns are utilized in approximately one-fifth of the units.

The main aim of the Statewide project is to develop improved ways of teaching reading, writing, and arithmetic in the primary grades, with special emphasis on meeting the needs of culturally disadvantaged children. Summer Readiness Programs for preschool children are also conducted in local school units participating in the Project.

Dr. Sugg will be in charge of selecting the remaining schools to participate in CSIP and will work with teachers, administrators, and college consultants who will aid in developing and evaluating the specially-designed instructional programs.

Experienced Educator

A native of Pinetops, N. C., Dr. Sugg received his undergraduate degree from Atlantic Christian College, his master's degree from the University of North Carolina, and his Ed. D. Degree from the University of Florida.

During World War II, he served

4½ years in the Armed Forces, most of the time as a captain in the Army Signal Corps. His final assignment was as commanding officer of an Air Force Radar Filter Center in Florida.

He was director of instruction for the Gastonia City Schools for nearly three years before becoming superintendent. Prior to that, he was principal of schools in Martin County and Gastonia for several years.

Record of Achievement

During his administration at Gastonia, two new schools were constructed and additions were made to four schools. Six special education teachers and 10 vocational education teachers were added to the school staffs. Enrollment grew from 6,800 to 7,900, with 333 teachers and staff members.

George S. McSwain, Gastonia's assistant superintendent of schools since 1961, was named acting superintendent by the city's board of education at the time Dr. Sugg's resignation was announced. G. Harold Miller, director of instruction and coordinator of the Teacher Merit Pay Study at Gastonia, was named to succeed McSwain as assistant superintendent, and Miss Hazel Sprinkle was named director of instruction.

Colleagues' Tribute

On the eve of their departure, Dr. and Mrs. Sugg and their children were tendered a farewell reception attended by more than 400 local teachers, school administrators, secretaries, custodial staff members, and cafeteria employees.

The *Gastonia Gazette* saluted Dr. Sugg as "Piedmont Personality of the Week" in a Sunday feature article by Lyle Edwards on Dec. 6.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, with whom Dr. Sugg will be working closely in directing CSIP, expressed gratification that the Gastonia superintendent had accepted "one of the finest challenges ever to be offered to a North Carolina educator."

Governor Sanford Addresses English Teachers At National Convention; Reviews N. C. Programs

Governor Terry Sanford reviewed recent developments in North Carolina's public educational programs in an address at the opening session of the 54th annual convention of the National Council of Teachers of English, held Nov. 26-28 at Cleveland, Ohio.

The Governor told the audience of 6,000 that he is sure there is a strong correlation between what a state invests in education and what it gains in income, citing North Carolina's experience as an example.

People will respond if educational needs are brought to their attention, Sanford declared.

Urges Realism

He stressed the need for educational programs realistically designed to develop the competencies needed in an increasingly technological society. "It will be . . . education that equips young people to work over a computer rather than a shovel," he stated.

Enduring peace and prosperity can only be achieved through continuing improvement of education, Sanford told the educators. Handouts and public works projects cannot solve the problems of poverty, but education will overcome poverty, he declared.

Teachers' Vital Role

"Peace is too important to leave exclusively to the diplomats. You teachers have assumed a vital role in the maintenance of and the strengthening of peace and freedom.

"The sum total of your efforts in the classrooms across this land is more important to the continuing defense of democracy than the sum total of the efforts at all of our military bases."

To critics who have said that our schools are stressing quantity rather than quality, I wish to point out that with about 6 percent of the world's population, the U. S. has trained 21.6 percent of the winners in the 57-year history of the Nobel Prize awards.—Lyman V. Ginger

Following the opening general session, the Governor was guest of honor at a reception. He was introduced to the audience of educators by Dr. Albert R. Kitzhaber of the University of Oregon, president of NCTE, who had invited Sanford to address the meeting.

N. C. Participants

Ten educators from North Carolina took part in the convention program as speakers, chairmen of group meetings, or discussion leaders. Altogether, about 30 high school teachers and 25 college teachers from this State took part in the meetings.

Mrs. Joan P. Newman, Supervisor of English, State Department of Public Instruction, was chairman of the Conference for State Supervisors of English.

Among Speakers

Speakers included Dr. Bernard Duffy of Duke University, who discussed "Recent Approaches to American Poetry;" Dr. William Edward Farrison of North Carolina College, whose topic was "An American Archetype in Brown's *Clotel*;" Dr. Arlin Turner of Duke University, who spoke on "Recent Literary Scholarship on Hawthorne and Melville;" and Mrs. Genella Allison of Central High School, Hickory, whose topic was "Team Teaching—Three Alone."

Dr. Eugenia Hunter of the University of North Carolina at Greensboro was associate chairman of a group meeting on "The Language-Experience Approach." Dr. Darwin T. Turner of Agricultural and Technical College, Greensboro, chaired a session of "The American Novel and the Image of Man," for which Dr. Benjamin H. Wilson, Jr. of Greensboro College was the discussion leader. "The Continuing Education of Teachers of English" was the topic for a session led by Dr. John D. Ebbs of East Carolina College, and Dr. Roy O'Donnell of Mount Olive College was associate chairman of a session on "Research in Language."

350 Educators Participate In NCTA Divisional Meeting

Approximately 350 Negro principals, supervisors, and administrative officers throughout North Carolina assembled in Winston-Salem in November for the annual fall conference of the Division of Administrators and Supervisors of the North Carolina Teachers Association. The conference was featured by addresses, workshop sessions, plenary sessions, and group clinics.

Outstanding among the guest speakers were Dr. Robert E. Eaves, executive secretary of the Department of Elementary School Principals of the NEA; J. Everette Miller, assistant State superintendent of public instruction; and Dr. Paul Bixby, associate dean of the College of Education of the Pennsylvania State College.

'Freedom Through Excellence'

Theme of the conference, whose chairman was F. J. Corbett, principal of the Pender County Training School, was "Achieving Freedom Through Excellence in Education." Other speakers and consultants included Dr. Rudolph Jones, Dr. Lionel H. Newsom, Dr. Thomas Henderson, Dr. N. H. Shope, C. J. Barber, Dr. Gordon L. McAndrews, Miss Nedra Mitchell, Dr. Gertrude Lewis, Mrs. Josephine Shaffner, Dr. James Valsame, Mrs. Mary H. Scott, Dr. Joseph P. McKelpin, and Ernest Jones.

Community Approach

Miller emphasized the necessity for schools which serve the total community. "The first immediate demand on educators," he said, "is to stimulate total community responsibility and action for all persons who want to learn. . . . Education is for adults as well as for children!" Dr. Mary Scott, specialist in curriculum and instruction with the NEA, stressed the need for ungraded classes, year-round schools, and twelve months' pay for teachers. Dr. Scott urged that everyone remember: "Every child is gifted in something and retarded in something else. The educator's job is to discover the child's gift and develop his talents. The educator also must help the child grow where he is not so advanced."

Sixteenth Special Education Conference Draws More Than 1,200 to Sessions at Winston-Salem

More than 1,200 persons attended the sixteenth annual North Carolina Special Education Conference held Nov. 19-21 at the Robert E. Lee Hotel in Winston-Salem.

They heard addresses on various phases of education of the mentally retarded, the handicapped, and the exceptionally talented by a number of noted authorities; participated in group meetings; witnessed demonstrations; visited special education classes of the Winston-Salem/Forsyth Public Schools; and heard a number of reports on special education programs in North Carolina.

Principal speakers at the first general session were Governor-elect Dan K. Moore, whose topic was "North Carolina Accepts the Challenge of Educating All of Its Retarded Children," and Dr. William G. Wolfe, chairman, Department of Educational Psychology, University of Texas College of Education, who spoke on the Conference theme, "Challenges in Special Education."

Dr. James J. Gallagher, professor of education at the University of Illinois Institute for Research on Exceptional Children, and J. E. Miller, Assistant State Superintendent of Public Instruction, addressed the second general session.

Challenges Cited

Dr. Gallagher cited the need for more individualized instruction for children with learning disorders, particularly those who have disparities in their development. These children required the individual attention of specialists in learning disorders, such as children with speech difficulties now receive from speech therapists, he said.

Miller also stressed the need for individualized instruction. "The greatest challenge we are facing in our State is that of securing enough teachers who are qualified in differential education," he stated. Differential education requires the capability to diagnose pupils' abilities and to prescribe a tailor-made program for their development, Miller said. He also voiced a

warning to teachers "to be very attentive to the mental health hazards which might accrue to students from being identified as departures from normal ability and behavior."

Progress Reports

Nile F. Hunt, director of the Division of Instructional Services, State Department of Public Instruction, reported on the work of the Governor's Advisory Council on Mental Retardation, established by the 1963 General Assembly. The Council's main purpose, he noted, is to coordinate the resources and efforts of all agencies having an interest in mental retardation and to mobilize a concerted program of service for the mentally retarded.

Felix S. Barker, director of Special Education, State Department of Public Instruction and conference chairman, noted that there are now classes for the educable mentally retarded in 154 of the State's 170 school administrative units, and that there are 95 classes for the trainable retarded across the State. Further strides forward will be made if the General Assembly grants the requests of the State Board of Education for the next biennium, he observed. These include 400 additional teachers for the educable retarded, an increase of from \$360 to \$630 per pupil in the annual State allotment for the trainable retarded, and added State support of programs for crippled children and those with visual, speech, and hearing handicaps.

Other Speakers

The banquet speaker, Dr. Marvin H. Pope, professor of Northwest Semitic Languages at Yale University, took as his topic, "Prospects in Perspective."

Dr. C. Milton Blue, associate professor of education at Appalachian State Teachers' College, addressing the final general session, stressed the importance of sharing experience and information, not only among speech therapists, but also among everyone connected with the school program.

New York Educator Heads Surry's Community College

A New York educator with 14 years' experience in community college work, I. John Krepick, has been named president of the new community college in Surry County.

He has been serving as acting president of the Orange County Community College, Middletown, N. Y. Since he joined the college's staff in 1950 as chairman of the business education department, he has served successively as bursar-registrar, director of the Evening Division, dean and assistant treasurer, acting president, executive dean, vice president, and again as acting president.

From 1947 until he joined the Orange County college staff, he was a member of the faculty of Richmand Professional Institute of the College of William and Mary, serving as chairman of the business department, coordinator of the business teacher training program, and dean of men.

Krepick is a native of Berwick, Pa. and a graduate of the Pennsylvania State College of Education. He received his master's degree from New York University and has done additional graduate work at the University of Pennsylvania.

Teachers Evaluate New Area

Five earth science teachers in the Raleigh schools are participating in an Earth Science Curriculum Evaluation Project under the direction of Dr. Henry S. Brown, Center Consultant, of North Carolina State, UNC faculty.

Fifteen such test centers are set up throughout the United States. The participating teachers meet weekly at their evaluation centers to report on their experience in using ESCP materials during the previous week, and to review with the Center Consultant the materials to be used the following week.

State School Facts

DECEMBER, 1964

State Survey Shows Number of Negro Students In Integrated Schools Double Last Year's Total

Nearly 13 percent of North Carolina's public schools are racially integrated this year—274 of the 2,135 schools—as compared with about 7 percent, or 146 of the 2,133 schools last year.

This information is based on superintendents' reports in a survey conducted by the Statistical Services of the State Department of Public Instruction. The survey report was released on Dec. 1 by State Superintendent Charles F. Carroll.

Other significant statistics included in the report:

- The number of Negro students attending predominantly white schools this year is 3,054 out of a total Negro enrollment of 349,282, as compared with 1,519 out of 348,138 last year.

- This year, 84 administrative units had at least one integrated school (45 county units and 39 city units), as compared with a total of 45 last year (23 county units and 22 city units).

- In the 100 county units, 1,279 Negro students are attending predominantly white schools this year, as compared with 381 last year; and there are 144 integrated schools, as compared with 59 last year.

- In the 71 city units, 1,775 Negro students are attending pre-

Of the 11 states classified as Southern states in the regional survey, Texas, Tennessee, and Virginia had the highest percentages of their Negro students attending desegregated schools—7.26, 5.33 and 5.07 percent respectively. Florida's percentage was estimated at 2.65, North Carolina's at 1.41, and Louisiana's at 1.12. Alabama, Arkansas, Georgia, Mississippi, and South Carolina all had less than one percent of their Negro students in desegregated schools, according to the survey report. The percentage for the 11 states taken together was estimated at 2.14.

"For the region consisting of the 17 Southern and border states, plus the District of Columbia," the Southern School News report stated, "the number of Negroes in desegregated schools increased from 315,836 for last year to 379,321 this fall. This provided a percentage increase from 9.2 last May to 10.8 percent in desegregated schools this year, out of a total Negro enrollment of 3,521,482."

For the six "border" states—Delaware, Kentucky, Maryland, Missouri, Oklahoma, and West Virginia—and the District of Columbia, the percentage was 59.2, the survey report stated.

Administrative Unit	Number Schools	Integrated Schools		Negro Pupils in White Schools		Enrollment (White)		Enrollment (Negro)	
		1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64
Caldwell	18	1	1	4	1	10600	1858	349	782
Lenoir City	3					724	724	749	1268
Camden	12	3	3	13	12	2394	3602	3124	740
Carteret	13					2802	2802	1105	574
Caswell	21					2481	2481	2785	14
Catawba	12					1493	1493	1174	52
Hickory	7	1	1	5		1443	493	354	1431
Newton	13					972	1266	2786	999
Chatham	6					3320	3837	1194	4613
Cherokee	4	1	1	18		2126	2126	1139	2709
Andrews	3					5788	5788	2314	5871
Murphy	2					18002	6766	662	99
Chowan	3					11673	244	244	1333
Edenton	3	2	2	24	9	3891	3029	975	601
Clay	4	1	1	4		3463	4279	4779	2724
Clarendon	22					8698	8698	7129	7129
Kings Mountain	9	2	1	22	4	2520	2520	1555	12416
Shelby	10					3461	3461	3383	778
Columbus	22					689	689	3012	355
Whiteville	4					1624	1624	1817	1592
Craven	19	4	4	43	37	1624	1624	4577	3031
New Bern	9	4	4	21	21	18103	18103	2780	7679
Cumberland	36	4	4	51	11	21234	21234	3357	8314
Fayetteville	18	6	6	35	47	9351	9351	2668	1160
Currituck	5					2620	2620	1160	1638
Dare	5					882	882	4259	67
Davidson	23	1	1	3	3	8584	8584	183	468
Lexington	11	4	4	18	18	2122	2122	2567	870
Thomasville	7	2	3	14	7	631	631	1766	449
Davie	9					3698	3698	1194	1748
Duplin	24					1494	1494	1494	1494
Durham	17	2	1	10	2	1624	1624	4577	3031
Durham City	25	14	12	436	314	18103	18103	2780	7679
Edgecombe	13					21234	21234	3357	8314
Tarboro	6	1	1	5	5	9351	9351	2668	1160
Forsyth	65	13	8	138	25	2620	2620	1160	1638
Franklin	13					882	882	4259	67
Franklin	2					8584	8584	183	468
Gaston	46	2	1	6	3	2122	2122	2567	870
Cherryville	5	1	1	1	2	631	631	1766	449
Gastonia	14					3698	3698	1194	1748
Gates	6	3	3	1	1	1494	1494	1494	1494
Graham	3					1624	1624	4577	3031
Granville	17					18103	18103	2780	7679
Greene	10	1	1	2	2	21234	21234	3357	8314
Guilford	32	7	1	34	6	9351	9351	2668	1160
Greensboro	39	15	13	99	25	2620	2620	1160	1638
High Point	18	7	6	6	6	882	882	4259	67
Halifax	17	1	1	1	1	8584	8584	183	468
Roanoke Rapids	7					2122	2122	2567	870
Weldon	6	2	2	3	3	631	631	1766	449
Harnett	20	3	3	6	6	3698	3698	1194	1748
Haywood	16					1494	1494	1494	1494
Canton	8					1624	1624	4577	3031
Henderson	13	1	1	2	2	18103	18103	2780	7679
Hendersonville	4	3	3	42	42	21234	21234	3357	8314
Hertford	9	1	1	1	1	9351	9351	2668	1160
Hoke	8					2620	2620	1160	1638
Hyde	4					882	882	4259	67
Iredell	19	1	1	5	5	8584	8584	183	468
Mooreville	6					2122	2122	2567	870
Statesville	1	3	2	26	8	631	631	1766	449
Lincolnton	19					3698	3698	1194	1748

schools increased from 8 in 1963-64 to 180 this year.

• This year, 47 white teachers are teaching at predominantly Negro schools, as compared with 5 last year; one Negro teacher is teaching at a predominantly white school, while there were no Negro teachers at predominantly white schools last year.

Taken altogether, the statistics indicate that the total number of Negro students attending desegregated schools in North Carolina this year is double last year's total.

According to the fall survey conducted by the Southern Education Reporting Service, as reported in the December issue of the Southern School News, North Carolina's ratio reflects the trend in the 11 Southern states. This survey indicates that the number of Negroes attending desegregated public schools in these states almost doubled this year.

recruit 500 professional teachers from the elementary through the college level for special training next summer.

Those who successfully complete their training will begin their Peace Corps assignments at the end of the 1965-66 school year, giving them time to make plans and to take advantage of leave-of-absence policies in their school districts. In return, the Peace Corps will make every effort to provide qualified replacements from among its returning volunteers.

Teachers with two or more years' experience who wish to be considered for the Experienced Teachers Program, initiated last spring with the cooperation of the National Education Program, must apply not later than May 1, 1965. Further information may be obtained by writing to Experienced Teachers Program, Peace Corps, Washington, D. C. 20525.

Integration Survey, North Carolina Public Schools, Fall, 1964

Administrative Unit	Number Schools 1964-65	Integrated Schools		Negro Pupils in White Schools		Enrollment (White)		Enrollment (Negro)	
		1964-65	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65	1963-64
Alamance	25	9	1	34	1	9522	2878		
Burlington	14	3	2	12	4	7488	1992		
Alexander	8					3732	371		
Alleghany	5					1766	51		
Anson	9					1485	2165		
Morven	2					287	748		
Wadesboro	3					1174	1095		
Ashe	14					4956	50		
Avery	9					3101	14		
Beaufort	10					2828	2356		
Washington City	6	1		1		2568	1982		
Bertie	21					2254	4769		
Bladen	18					4926	4341		
Brunswick	11					3286	2490		
Buncombe	33	7	1	67	12	19398	390		
Asheville	15	6	5	213	134	7263	2949		
Burke	15	1		1		8080	286		
Glen Alpine	3					1329	155		
Morganton	7	5	4	38	30	2136	628		
Cabarrus	9	5		28		6981	840		
Concord	7					2964	1411		
Kannapolis	9					4888	1031		

McDowell	7	8	1	12	3826	452	20035
Marion	109	22	11	362	46		
Mecklenburg	3343						
Mitchell	10						
Montgomery	16						
Morgan	2						
Pinehurst	2						
Southern Pines	2						
Nash	24						
Rocky Mount	26	3	3	25	21	6838	
New Hanover	17	6	1	19	1	3143	
Northampton	18	6	1			4522	
Onslow	17	5	5	32	14	12251	
Orange	9	1	1	4	2	5819	
Chapel Hill	8	5	6	238	201	2123	
Farmico	7	7				10263	
Pasquotank	4	1				1960	
Elizabeth City	6	1				1089	
Pender	11	1				3429	
Perquimans	5	1				1230	
Person	17	2	2	4	5	1536	
Pitt	24	1				2105	
Greenville	9	1				1796	
Polk	7	2				2272	
Tryon	4	2	1	30	7	1357	
Randolph	19	2				4247	
Asheboro	9	6				5881	
Richmond	9	2				3706	
Hamlet	6	1				196	
Rockingham	5	2				682	
Robeson	30	7				882	
Fairmont	7	2				12217	
Lumberton	2	2				2960	
Maxton	2	2				1275	
Red Springs	2	2				1770	
Saint Pauls	12	1	1	1	1	973	
Leaksville	11	3				900	
Madison-Mayodan	5	1				981	
Reidsville	9	5				4013	
Rowan	30	1	4	31	21	1326	
Salisbury	9	3	1	4	1	2953	
Rutherford	26	8	3	13	8	1772	
Sampson	22	6	5			2711	
Clinton	5	2				2808	
Scotland	9	2				1368	
Laurinburg	7	2				1729	
Stanly	17	1				4231	
Albemarle	7					2017	
Stokes	14	5				1485	
Surry	15	4				3766	
Elkin	4	3				5967	
Mount Airy	7	2				2549	
Swain	5	2				4728	
Transylvania	9	4				7525	
Tyrrell	2	1				149	
Union	22	2	2	76	70	41	
Monroe City	5	1				2639	
Vance	10	6				572	
Henderson City	10	2				21	
Wake	31	4				202	
Raleigh	34	7				666	
Warren	12	8				2071	
Washington	7	16				6805	
Watauga	11	5				2190	
Wayne	18	2				351	
Fremont	12	64				1467	
Goldboro	2	23				2626	
Wilkes	11	3				2625	
North Wilkesboro	23	14				15232	
Wilson	11	6				7257	
Elm City	2					13913	
Wilson City	11					5837	
Yadkin	9					2052	
Yancey	9	3	3	18	19	2039	
State Totals	2148	274	146	3054	1519	828538	349282
County Totals	1586	144	69	1279	381	602001	244936
City Totals	562	87	1775	1138	1138	226637	104346

Miller Reports Highlights of National Council Study Commission's Annual Work Conference

Assistant State Superintendent J. Everette Miller, who serves as a member of the continuing Study Commission of the Council of Chief State School Officers, attended the annual work conference of this group in Des Moines, Iowa, in November. He subsequently reported the highlights of this meeting to members of the State Department of Public Instruction.

"Perhaps the most dramatic fact which educators must now face is the realization that State Departments are not alone in their responsibility for education,"

Westbrook Named Consultant In Education for Talented

Dr. Bert W. Westbrook joined the State Department of Public Instruction staff in mid-October as consultant in education for the exceptionally talented.

Two of the consultants in this area, Donald G. Hayes and Girvin Kirk, resigned in September. Hayes accepted a position on the teaching staff of the new North Carolina Advancement School at Winston-Salem, and Kirk accepted a fellowship to attend the Academic Institute on the Gifted at the University of Illinois during the current academic year. J. Dixon Emswiler, former State supervisor of education for the exceptionally talented, is also attending the institute on the Urbana campus.

Westbrook received his Ed. D. degree from Florida State University in August. He attended public schools in Newton Grove and Richlands, N. C. and is a graduate of Campbell College and High Point College. He received the M. Ed. degree from the University of South Carolina in 1961.

He has three years' experience as a high school teacher in Columbia, S. C. and Salisbury, N. C. and served in the Army for two years. He was a research assistant at Florida State while completing work toward his doctorate.

Miller declared, "Many agencies today have very definite responsibilities in the field of education, and the number seems to be increasing." All of which, Miller stated, suggests "the growing necessity for interagency councils which will work together in an effort to coordinate the overall planning for better education in America. This situation, far from posing a threat to State Departments, actually imposes upon us the challenge for a more creative type of educational leadership."

Topics discussed during the weeklong work session of the states' assistant superintendents of instruction, along with approximately 25 consultants, were . . .

- The community college in America
- The importance of research in State Departments
- The necessity for keeping the public informed
- The role of education in the area of mental health
- The responsibility of State Departments of Public Instruction for policy development.

"There is a growing feeling," Miller declared, "that State Departments should not have to go to the Legislature every time a new program is needed in education. This problem, of national concern, must be resolved without damaging the quality of education available to all youth."

Relative to research, Miller reported growing concern throughout the nation for more and better research within State Departments, requiring the enlargement of research staffs, and for better dissemination of research findings.

Perhaps the most valuable of all education is the ability to make yourself do the thing you have to do when it ought to be done, whether you like it or not.—Thomas Huxley

Vocational Rehabilitation Offers Choice of Careers

An acute shortage of professional personnel in the field of vocational rehabilitation may spell opportunity for many young men and women in college or for those planning to enter college who are looking for careers.

There is a wide range of careers in the field, according to a news release from the Vocational Rehabilitation Administration, U. S. Department of Health, Education, and Welfare.

For example, a rehabilitation counselor is frequently an employee of a State vocational rehabilitation agency. These counselors work closely with disabled people, all the way from arranging for their testing and therapy and/or vocational training to eventual job placement. A student awarded a VRA traineeship to study in this field by a college or university receives tuition and a stipend for living expenses that amount to \$1,800 for the first year of study beyond the bachelor's degrees and \$2,000 for the second year.

VRA traineeships are also given for undergraduate study in occupational therapy or physical therapy. On the graduate level, they are provided in rehabilitation nursing, psychology, social work, speech pathology and audiology, recreation for the ill or disabled, and medicine.

Miss Mary E. Switzer, Commissioner of Vocational Rehabilitation, pointed out that there are numerous job opportunities, with trainees finding employment in rapidly expanding State rehabilitation agencies or in private agencies cooperating in the Federal-State rehabilitation effort.

Funds for the grant program are being used by 275 colleges and universities, each of which select students for financial assistance under the program and administer the funds.

Another grant program sets up rehabilitation research fellowships with annual stipends from \$2,600 to \$5,500. Applicants must have at least a master's degree to qualify for one of these fellowships.

School Planning Division Reviews Activities, Trends in Annual Report to Interstate Service

During the 1963-64 fiscal year, the staff of the Division of School Planning, State Department of Public Instruction—

- Organized and directed 56 surveys and studies
- Made 161 engineering inspections
- Approved plans and specifications for 168 new projects or renovations.

This information is contained in a report on school planning trends and activities in North Carolina submitted to the Interstate School Building Service by Dr. J. L. Pierce, director of the Division of School Planning.

Among the projects, activities and developments singled out for special mention in the report are the following:

Review of Events

- The referendum on the \$100,000 State bond issue for school construction called for by the 1963 General Assembly was scheduled for Nov. 3 by Governor Terry Sanford.

- The 1963 School Planning Conference for superintendents, architects, and engineers was held in November. Centering on the theme, "Environment for Learning," the Conference was sponsored by the State Department of Public Instruction, in cooperation with the N. C. Chapter, American Institute of Architects; N. C. Professional Engineers; the Division of Superintendents, N. C. Education Association; and the School of Design, N. C. State of the University of North Carolina at Raleigh.

- *Educational Planning*, the first in a series of sections of a new *School Planning Guide*, was published.

Plans and Trends

- Plans are under way to institute a State-wide system of property accounting.

- Tentative plans are being made for a series of area conferences with consulting engineers.

- As a result of legislation by the 1963 General Assembly reorganizing the State's system of public education beyond the high

school, the School Planning Division is providing the architectural and engineering services to the Department of Community Colleges for the new institutions being set up under supervision of that Department. During the fiscal year, planning for three of seven new community colleges authorized got under way.

The report also notes the following trends:

- Consolidation of small high schools continues at a steady rate.
- Several city and county administrative units are in the process of merging.
- Several of the new schools are "all-electric," and because of decreasing electric rates, this trend will probably continue and possibly will accelerate.

Here is the breakdown on the surveys and studies, inspections, and projects or renovations approved during fiscal 1963-64, as set forth in the report:

Surveys and Studies

- 4 comprehensive surveys involving 9 administrative units
- 21 organization and facility surveys
- 4 studies involving evaluation of all existing facilities
- 26 site studies
- 1 study of maintenance problems.

Inspections

- 15 preliminary inspections
- 27 structural inspections
- 119 final inspections of new or renovated projects.

Projects or renovations approved

- 34 new projects
- 134 additions
- 3 renovations
- Total cost—\$34,282,722.00
- Types of facilities:

Regular classrooms	1,025
Special classrooms	63
Laboratories	66
Shops	40
Home economics	26
Music	35
Total:	1,255
Libraries	48
Other instructional areas	161

English Supervisor Stresses Language Arts Integration

An article by Mrs. Joan P. Newman, State supervisor of English in the Department of Public Instruction, highlighted the October issue of the *North Carolina English Teacher*. Entitled "The Program of Studies in English," the article places emphasis on the value which local schools may derive from the State's new volume, *Program of Studies*, as they prepare curriculum bulletins or course outlines at the local level.

"This volume," declared Mrs. Newman, "should be particularly helpful as English teachers attempt to provide for continuity and articulation in the study of listening, speaking, reading, and writing from the primary grades through the college level."

Throughout the article Mrs. Newman stresses the necessity for an integrated approach to the teaching of all areas in language arts, and suggests the unit approach as the best single approach for achieving unity and meaning in the English program. "By integrating the language arts, the teacher is helping students to acquire the greatest skill of all—the ability to solve problems through self-discovery and from within."

Teachers' Group Sponsors Annual Writing Competition

January 31, 1965, is the deadline for submission of entries in the Good High School Writing in North Carolina competition for 1964-65, sponsored by the North Carolina English Teachers Association.

All students now in grades 10, 11, and 12 are eligible to submit writing done since January, 1964.

Winning entries will be published in the Student Issue of the *North Carolina English Teacher*, subject to space limitation and editorial choice. Superior manuscripts not printed will be accorded Honorable Mention in the Student Issue.

Institute on Culturally Disadvantaged Learners Sparks Action Projects in Seven Public Schools

Action projects aimed at finding solutions to various problems involved in education of the culturally disadvantaged are being carried out in seven North Carolina public schools as a result of a special institute held during the summer at North Carolina College in Durham.

Jointly sponsored by the Southern Foundation and NCC, the Institute on the Education of Culturally Disadvantaged Learners involved teams of faculty members from the seven schools, selected from more than 90 such teams nominated by school administrators throughout the State.

Report Issued

"Schools and Culturally Disadvantaged Learners," a report on the program prepared by its director, Joseph P. McKelvin, and published by NCC's Bureau of Educational Research, provides an overview of the problems of the disadvantaged learner, the difficulties encountered by teachers in dealing with such students, and the sociological and psychological factors which result in cultural disadvantage.

"Cultural lag or distortion is a function or result of social isolation," the report declares.

Effects of Isolation

"Deprived of the informing mechanism of the central value system of the parent society which ordinarily provides information for self-correcting and self-realizing behaviors, members of the isolated social group tend to continue in use, long after they have ceased to be relevant . . . models of feeling, thinking, and acting, no longer appropriate, or they develop distorted models."

Immature members of socially isolated groups "develop views of themselves, of other peoples and social institutions, and of the world, which are grossly inadequate and inappropriate from the standpoint of acquiring the prerequisites of an independent and constructive life."

Negative Attitudes

The typical child who has grown up in a socially isolated group cannot communicate effectively with people from other social groups. "His own self-image is negative and his image of the representatives of social organizations and institutions as well as other social groups betrays his fear of them as exploitative or punitive. The models of adult maturity toward which he gravitates do not require extensive education with the emphases on self-development, self-discipline, language that conforms to formal criteria, and manners which reflect the inherent dignity and worth of others as individuals. And he may be completely innocent of any ideal of personal cleanliness and good grooming.

"These children find school alien to their unmet needs and so they do not typically invest much of themselves in its activities, either emotionally or intellectually. . . ."

Teacher Training

It takes special training to equip a teacher for working effectively with such children, the report declares. "The teacher typically has had no professional experiences designed to equip her to handle such behavior" and may feel "offended and indignant" when confronted with it. Approaches which are effective with children from other social milieus can prove altogether ineffective in dealing with culturally disadvantaged children.

"The conventional preparation of educational workers and the traditional development of educational programs were . . . conceived and are executed to be effective with children and youth whose social, economic, and intellectual characteristics are sharply different from those of learners who come from socioculturally isolated groups.

New Approaches Needed

"Therefore, there is now an imperative need for educational workers . . . to learn to perceive such learners in ways which will enable them to institute conditions

NCS Professor Selected As Caldwell Tech President

Dr. H. Edwin Beam, associate professor of education at N. C. State of the University of North Carolina at Raleigh, was named president of the new Caldwell County Technical Institute in October. He assumed his new duties Nov. 1.

A graduate of N. C. State, he later earned his master's degree at that institution and was awarded his doctoral degree in school supervision and administration by the University of North Carolina in 1961.

From 1956 to 1959, he was district supervisor of vocational agriculture with the State Department of Public Instruction, serving 25 western North Carolina counties. He joined the N. C. State faculty in 1960 and in 1963 was presented the Outstanding Teacher Award for the School of Education. During the past summer, he was awarded a Faculty Research and Development Fund grant to participate in a workshop on adult education at the University of Chicago.

Dr. Beam prepared the course outline for the "Introduction to Vocations" course now included in the curricula of some 100 high schools in the State on an experimental basis.

He is a native of Fallston in Cleveland County. During World War II, he served in the Army as an infantry captain.

There is in every man something greater than he had begun to dream of. Men are nobler than they think themselves.—Phillips Brooks

and programs designed to release the potentials of these learners to achieve a more adequate personal development."

The action projects now under way in the seven schools are designed to attack various facets of the problems of disadvantaged learners, including reading and language difficulties, low self-esteem and other negative attitudes, and lack of experience in group planning activities.

Shakespearean Drama Group Again to Tour State

For the third consecutive season, North Carolina students will be offered live Shakespearean drama, through arrangements with the State Board of Education and Theatre-In-Education, Inc., a professional equity company of New York, under the direction of Miss Lyn Ely.

As in past years, 60 performances of Shakespearean excerpts will be offered to approximately 50,000 students at no charge to schools or to students, according to Mrs. Joan Newman, State coordinator for the project. Excerpts for the 1965 tour, which will begin in Durham, January 18, will include scenes from *Julius Caesar* and *Twelfth Night*.

Morgan Heads Richmond's New Technical Institute

Samuel D. Morgan, coordinator of fiscal and personnel affairs for the State Department of Community Colleges, was named president of the proposed Richmond County Technical Institute in early November. He assumed his new duties later in the month.

A native of Marion, N. C., Morgan completed his public schooling there and later attended N. C. State College at Raleigh, receiving his B. S. and M. S. degrees from that institution. He served in the Navy from 1951-55.

His professional experience includes two years of teaching at Needham Broughton High School in Raleigh; two years as an instructor at Gaston Technical Institute in Gastonia, and a year as assistant director of the Burlington Industrial Education Center. In 1962-63, he was assistant coordinator of the Industrial Education Center Program in the Vocational Education Division of the State Department of Public Instruction.

When the industrial education center program was included in the new Department of Community Colleges last year, he was named coordinator of the fiscal and personnel affairs for the Department.

"The heroic figures of *Julius Caesar* will be contrasted with the comic figures of *Twelfth Night*," Mrs. Newman explained, "and telescoped excerpts will be sufficiently long to afford students a genuine appreciation of Shakespeare's genius as a portrayer of character."

The 1965 tour will include 46 administrative units; and, to the degree possible, schools have been scheduled for performances which heretofore have not been hosts to Theatre-In-Education, Inc. Two hour-long performances have been scheduled for each school day between January 18 and February 26.

This year's program celebrates the tenth anniversary of Theatre-In-Education, Inc., and North Carolina's third year of participation.

"It is of particular interest," declared Director-Producer Ely, "that Theatre-In-Education, Inc., is the only touring theatrical organization in the Nation which receives financial support from the State." Three years ago, through the interest and courtesy of the Old Dominion Foundation and the State Board of Education, North Carolina embarked on this unique cultural adventure in education. Since then a bill was passed by the Legislature which permits the State to subsidize performances of this professional group.

Miss Ely will accompany the cast during the first three days of its operation in North Carolina and plans to return in February as the tour is completed.

"The Shakespearean project has been received with enthusiasm throughout North Carolina," declared Superintendent Charles F. Carroll, "and thousands of students have gained a new understanding and appreciation of drama at its best—Shakespeare on the stage."

Education in its deepest sense is the improvement of man so that he will be a thinking individual, not afraid of the validity of his conclusions even though they may deviate from what may be acceptable and safe at the moment.—Henry T. Heald

Lenoir County Voters Okay

Community College Proposal

Decisive approval by Lenoir County voters on Nov. 3 of measures to finance conversion of the Lenoir County Technical Institute to a comprehensive community college paved the way for final approval of the proposal by the State Board of Education at its Nov. 5 meeting.

By a vote of 10,370 to 2,313, Lenoir citizens sanctioned action of the county commissioners in appropriating \$150,000 over a two-year period in matching funds for capital improvements and approved a special tax levy of up to five cents per \$100 property valuation for support and maintenance of the community college.

Dan Wise, president of the Lenoir County institution since its inception as an industrial education center, predicted that the community college should be in operation by fall of 1966.

St. Augustine's Professor

Dr. Anne P. Toliver Dies

Dr. Anne Peace Toliver, chairman of the English Department and the Division of Humanities at St. Augustine's College, Raleigh, died on Nov. 13 at Wake Memorial Hospital. Funeral services were held on Nov. 16 at St. Augustine's College Chapel.

She was the wife of Dr. Frank A. Toliver, a supervisor of secondary education with the State Department of Public Instruction. For many years, she taught English at the Morningside High School in Statesville and at the Stephens Lee High School in Asheville.

She was educated at Bennett College, Greensboro; Clark College, Atlanta; Pennsylvania State University; and Teachers College, Columbia University. She held the master's and Doctor of Education degrees.

Quality education should aim to make better and more complete men -- not better butchers or bakers and more complete bomb-makers. —Harold L. Clapp

Proposed Associate Degree Nursing Programs In Community Colleges Discussed at Conference

Information on the planning and development of associate degree nursing programs was presented at a one-day conference held Nov. 12 at N. C. State of the University of North Carolina at Raleigh.

More than 240 educators in the field of nursing, hospital and nursing service administrators, community and junior college staff members, and others interested in the development of nursing education programs attended the meeting, which was sponsored by the Department of Community Colleges, State Board of Education, in cooperation with the University of North Carolina School of Nursing, the Department of Nursing at UNC, Greensboro, and the Duke University School of Nursing.

Two-Year Courses

Miss Miriam Daughtry, R.N., supervisor of health occupations in the Vocational Technician Division, Department of Community Colleges, who presided at the conference, explained that the associate degree programs in nursing are designed primarily as terminal two-year courses.

In a report on a survey of nursing education in North Carolina issued in August, Ray E. Brown, director of the Graduate Program in Hospital Administration at Duke University, recommended the development of associate degree nursing programs in the State's community colleges. This survey was sponsored by the State Board of Higher Education, the North Carolina Medical Care Commission and the State Board of Education.

Urges Cooperation

Brown's report calls for the development of "a new pattern of organization and financing of education for registered nurses in North Carolina," and urges that the institutions of higher learning in the State "commit themselves as fully to the needs of nursing education as to other educational programs for which they have accepted responsibility." To assure "systematic planning for nursing education," it recommends that a

continuing Joint Committee on Nursing Education be set up by the State Board of Education and the State Board of Higher Education.

Supervisor Named

At present, there is one associate degree program in nursing in operation in North Carolina. Miss Louise Bryant, R.N., joined the Department of Community Colleges on Oct. 1 as educational supervisor for associate degree programs in nursing. She is now conducting a survey of hospital and community facilities to determine which communities have clinical facilities for such programs.

A native North Carolinian, Miss Bryant returned to this State several months ago after five years at the Medical College of Virginia in Richmond, where she was associated with the two-year associated degree program in nursing. Prior to her present appointment, she was educational consultant with the N. C. Board of Nursing.

She holds a master's degree in nursing administration from Western Reserve University at Cleveland, Ohio, and has had several years' experience in both nursing service and nursing education in Virginia and Tennessee.

Explains Program

The associate degree program, Miss Bryant explained, is designed "for those who wish to obtain their nursing education in a relatively short period of time in their own community and in a college setting where they can secure a college-level general education and a nursing education." It is intended to prepare the students to become registered nurses.

"Clinical experiences are obtained from community hospitals and other community agencies," she said. The ratio of general education and nursing education courses is developed in accordance with policies of the community colleges, and the N. C. Board of Nursing Education and Nurse Registration. Efforts are made in planning

Two Mathematics Education Specialists Take New Jobs

Robert C. Clary, mathematics supervisor, and William F. Palmer, mathematics consultant, resigned from the State Department staff to accept new positions in September. Mrs. Olive Taylor was named temporary consultant in mathematics in early November.

Clary, who had served two years as supervisor, became director of mathematics in the Roanoke Rapids city schools. Palmer is now assistant professor of mathematics at Mercer University in Georgia.

Mrs. Taylor, the wife of Paul H. Taylor, consultant in science education with the State Department of Public Instruction, formerly was head of the mathematics department at Enloe High School in Raleigh. For three years prior to that, she taught mathematics at Monroe High School. A native of Hamlet, she is a graduate of Western Carolina College and holds the master's degree from the University of North Carolina.

such programs to reduce repetitive practice to a desired minimum.

These programs are generally open to both men and women who meet community college entrance requirements.

Other Programs

Several other health occupations programs are already being offered at institutions in the State's community college system. These include 23 programs for the training of practical nurses; three programs for dental assistants; one for medical assistants; and the only program in the South for training dental laboratory technicians, which was inaugurated in September, 1962 at Durham. A program for dental hygienists is being planned.

Miss Daughtry, who has headed the Practical Nurse Education Program in North Carolina for several years, is now in charge of all health occupations programs. Miss Louise Egan, R.N., is now supervisor of practical nurse education.

The Attorney General Rules . . .

Attendance Counselors; Pre-Trial Investigations; Referral to Department of Public Welfare; Compulsory Attendance.

In reply to your recent inquiry: Your inquiry relates to pre-court investigations in matters coming before you as Judge of the Juvenile Court in connection with school attendance. You call our attention to G. S. 115-168, authorizing an attendance counselor to bring such a case to court without referring to the Department of Public Welfare. You further inquire as to whether or not an attendance counselor is charged with the responsibility of follow-up probation services if the court finds that the child of the

care and protection of the State as a delinquent or a neglected child. Assuming that an attendance counselor can provide this service, you inquire if he would be responsible for completing a social history, fact sheet and other forms necessary to commit a child to a correctional institution.

The Compulsory Attendance School Law (Article 20 of Chapter 115 of the General Statutes) is directed to the action or neglect of adults; that is, parents, guardians or other persons *in loco parentis* who are required to send children to school under the Compulsory Attendance Article. When Article 20

or Chapter 115 was revised and attendance counselors were substituted for truant officers all legal relations with the Department of Public Welfare in the field were discontinued. The school attendance Counselor, therefore, can bring any case to court without first referring it to the Department of Public Welfare and such attendance counselor is not charged with the responsibility of follow-up probation services if you find that the child is delinquent or neglected. We think that if the jurisdiction of your Court is invoked as to a child and either all or a part of the delinquency is non-attendance in school, it is just like any other delinquency case that you would handle for any other delinquency reasons. You would, therefore, it seems to us, have the Department of Public Welfare make any investigations that you require, but this has no connection with the attendance counselor. We understand that the attendance counselor is required by the regulations of the State Board of Education to make certain investigations as to the status of the child, the condition of the home and other things. If he brings a child into your Court he would turn over to you or to the probation officer assigned to the case his report of investigation which he makes because he is attendance counselor and not because he has any connection with the Department of Public Welfare. The attendance counselor is not required to complete a social history or any other forms of the Welfare Department since he owes that department no duties. Attorney General, April 30, 1964.

Colleagues Honor Nursing Education Supervisor

Miriam Daughtry, supervisor of health occupations education for the Department of Community Colleges, was honored recently by her colleagues for her contributions in the field of nursing education.

She was presented a plaque on behalf of the Department of Community Colleges and the State's practical nursing teachers. Dr. Eloise R. Lewis, professor of continuation education at the University of North Carolina's School of Nursing, made the presentation.

Miss Daughtry's work also received recognition from the *Raleigh News and Observer*, which cited her as "Tar Heel of the Week" in a Sunday feature article by Jane Hall on Nov. 1.

2,000 Graduates

Since the 1947 General Assembly enacted the Practical Nurse Licensure Law, Miss Daughtry has headed the Practical Nurse Education Program in North Carolina, except for about two years. During that time, 2,000 practical nurses have graduated and received their licenses.

A graduate of Meredith College in Raleigh, she taught history and science in high school prior to entering the Pennsylvania Hospital School of Nursing in Philadelphia. After receiving her nursing de-

gree, she was clinical instructor and supervisor of student nurses at a New York hospital, later rejoining the staff of the Philadelphia hospital.

In September, 1943, she returned to North Carolina to become assistant director of nursing at the N. C. Baptist Hospital in Winston-Salem. In 1947, she was named executive secretary of the North Carolina Board of Nursing and educational consultant to the schools of nursing in the State.

In addition to developing the practical nurse education program, she was active in the economic security program of the State Nurses Association and in the Association's Personnel Policies Committee, which works to improve working conditions for the registered nurses in the State.

She resigned her position with the Board of Nursing in 1956, to continue her graduate study at N. C. State College, where she earned a master's degree in occupational information and guidance. In 1957, she joined the staff of the State Department of Public Instruction as supervisor of the practical nursing program, later transferring to the Department of Community colleges when it was established in 1963.

More State flags are flying now than ever before throughout North Carolina as a result of "Operation Flag," which went into effect on North Carolina Day, Oct. 12.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, urged all school superintendents to cooperate in the flag display drive initiated by Gov. Terry Sanford.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1959

A Central Planning Committee of 19 educators has been named by State Superintendent Charles F. Carroll to continue the activities conducted by the Coordinated Statewide Study of Educational Administration during the past four years. Dr. Vester M. Mulholland is chairman of the new committee.

Carlton Fleetwood, associate adviser in safety education with the State Department of Public Instruction, has been named program auditor for the National Defense Education Act. He will assist Henry Shannon, the State NDEA coordinator.

Ten Years Ago, 1954

Charles H. Warren, State director of vocational rehabilitation, was recently named president-elect of the National Rehabilitation Association at the organization's annual meeting in Baltimore.

Fifteen Years Ago, 1949

A. R. Teachey, supervisor of the Veterans Farmer Training Program, has been appointed State Supervisor of Vocational Agriculture, effective Dec. 1.

Twenty Years Ago, 1944

A salary increase for teachers has been recommended by the State Superintendent Clyde A. Erwin. The proposed salary range is from \$125 per month for beginning teachers with Class A certificates to \$200 for teachers with 11 years' experience who hold graduate certificates.

Twenty-five Years Ago, 1939

Six booklets for adult students and teachers of adults have recently been issued by the State Superintendent. Prepared by Mrs. Elizabeth Morriss, State director of adult education, and her staff, they are being used in the WPA Education Program as well as the new State - Aid Program for Adults.

Supervisors, Administrators Hold Conferences

More than 300 supervisors and directors of instruction, and more than 250 superintendents and other educators convened for two separate conferences in Durham during the late fall. Supervisors and directors of instructions considered the theme of "Critical Thinking" during their three-day conference; and superintendents discussed topics pertaining to "Strengthening the Superintendency" during their December conclave.

Miss Hazel Sprinkle, of Gastonia, president of the division of supervisors and directors of instruction of the North Carolina Education Association, presided over the general sessions of the supervisors' workshop; and Superintendent Charles C. Erwin of the Rowan County schools, presided over the superintendents' conference.

Guest Speakers

Guest speakers at the supervisors' annual fall meeting included Dr. Douglas Knight, president of Duke University; Miss Loretta Antl of Middleton, Connecticut; Carl Goerch, Raleigh; Don Morrow and Mrs. Phoebe Emmons of the NCEA headquarters in Raleigh; and Nile Hunt, director of the Division of Instructional Services in the State Department of Public Education.

Miss Antl spoke two times to the group, once on "Critical Thinking" and once on "Materials and Techniques to Develop the Skills of Critical Thinking." Small group sessions followed her addresses, in which conference participants discussed her remarks in further detail. Hunt addressed the group on "A Look Ahead."

Superintendents Meet

Superintendents heard Governor-elect Dan K. Moore reaffirm his interest in improving all aspects of education throughout North Carolina. Also on the three-day program were addresses by Superintendent Charles F. Carroll and Dr. William J. Ellena, associate secretary of the American Association of School Administrators.

One session of the winter meeting of superintendents was devoted

to a symposium on "The Relationship of County Commissioners, School Boards, and Parent-Teacher Associations With Superintendents." Participants in this discussion were Mrs. Felix S. Barker, T. Roy Phillips, John A. McMahon, Gerald D. James, Dr. A. Craig Phillips, and Dr. Brank Proffitt. Dr. Roland R. Morgan, vice-president of the group, presided.

A second symposium, "Administering New and Changing Programs in Public Education," was moderated by J. Everette Miller, assistant superintendent of public instruction, and included members of the State Department. G. Paul Carr, superintendent of the Orange County schools and second vice-president, presided.

Centennial Theme

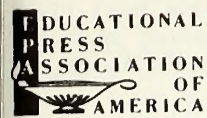
The evening session of December 2 was built around the theme of "One Hundred Years of Service." Superintendent E. F. Pearce, Jr., chairman of the centennial celebration, presided. Service pins were presented to superintendents with 15 years of service by C. A. Furr and to those with 25 years of service by W. J. Bullock. Retired superintendents were also honored on this occasion.

Phillips Joins Rowan Staff

Gene H. Phillips, formerly a curriculum specialist with the State Department of Community Colleges at Raleigh, is now director of vocational-technical programs at Rowan Technical Institute. He assumed his new duties during the summer.

Phillips holds the B. S. and M. S. degrees from N. C. State of the University of North Carolina at Raleigh. He has taught at Rockingham High School and in the Mechanical Engineering Department at N. C. State, and was assistant director of the Durham Industrial Education Center. He is the author of a book, "Basic Exercises in Engineering Graphics," used by Engineering students.

29/5



BULLETIN



JANUARY, 1965

RALEIGH, NORTH CAROLINA

XIX, No. 5

CARRIE L. BROUGHTON
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Continuing Expansion, More Diversification, Seen in State's Vocational Education Programs

Vocational education programs in the public secondary schools of North Carolina are being redirected, expanded, and improved, with the aim of matching these programs realistically to developing needs.

H. G. Beard, associate director of the Division of Vocational Education, State Department of Public Instruction, explained that this massive effort is being carried out pursuant to policies established by the State Board of Education and in keeping with the purposes of recent federal and State legislation designed to encourage the development of more diversified and comprehensive vocational education programs.

Funds Earmarked

Under the Vocational Education Act of 1963 (Public Law 88-210), more than \$2.4 million has been allocated to North Carolina this year for the development and extension of vocational education in the secondary schools, and it is expected that \$3.6 million will be available under this Act in 1965-66 and nearly \$4.6 million the following year. Another stimulus to the extension of vocational education programs has been Senate Bill 328 (the Clark-Long Bill), in which the General Assembly in 1963 appropriated \$500,000 for the 1963-64 school year and \$1 million for 1964-65, to finance pilot and experimental programs aimed at developing more diversified and comprehensive courses.

Local Plans

A major step in the designing of more appropriate and effective instructional programs is the policy adopted by the State Board of Education in January 1964 requiring that each local administrative unit submit a Local Plan for Vocational Education based on

educational needs and job opportunities in the area it serves.

"State consultant assistance was provided to local educational agencies in developing these plans for the current school year. In addition to the locally conducted surveys, a wide range of published data was utilized," Beard stated.

In evaluating the local plans, as well as in long-range planning at the State level, extensive use has been made of data provided by the State Employment Security Commission under a cooperative working agreement with the State Board of Education, Beard noted.

Cites Report

He called attention to a number of findings, based on studies of population, labor supply and demand, and employment trends, as well as other relevant research, as reviewed in the "Projected Program of Activities for Fiscal Year 1965" in vocational and technical education, submitted by the State Board of Education to the U. S. Office of Education. These findings support the conclusion that rural residents as well as urban dwellers need a wide range of occupational training opportunities at secondary, post-secondary, and adult levels. Local plans for vocational education reflect this need for more comprehensive occupational offerings in all schools, Beard stated.

Among the significant findings and recommendations in this report are the following:

- Changes in the distribution of population from 1950 to 1960 indicate that place of residence is becoming a less valid predictor of occupational affiliations. The number of urban and rural non-farm dwellers has increased, and there has been a substantial decrease in the number of farm dwellers;

(Continued on page 4)

Fred J. Eason, Named Head Of New Community College

Fred J. Eason, supervisor of local studies and personnel in the North Carolina Department of Curriculum Study and Research, has been named president of the new Isothermal Community College in Rutherford County.

His appointment to the post was approved by the State Board of Education at its January meeting.

Eason has had a key role in the development of all the new community colleges throughout the State, in the recruitment of staff members and the planning of various phases of the programs of the area institutions.

A native of Johnston County, he received the B.A. and M.A. degrees from Wake Forest College and later completed residence and course requirements toward a doctoral degree at the University of North Carolina. He taught courses at UNC as a graduate assistant, and during a summer session, at Wake Forest College.

He was principal of the Elizabeth City Junior-Senior High School for 11 years, and prior to that, was a teacher and assistant principal at Needham Broughton High School in Raleigh for three years.

During World War II, Eason served four years in the Navy, with combat experience as a PT boat officer and in other staff assignments. He was a professional baseball player for three years.

Eason joined the staff of the Department of Curriculum Study and Research on a part-time basis in September 1961 and began full-time duties about a year and a half ago.

Superintendent Carroll Says . . .

(Excerpts from address at the dedication of St. Stephens High School in Catawba County, December 13, 1964.)

. . . Of primary importance in the whole educational process are definite ideas and plans with respect to what is going to happen in the school plant, what could and should happen, by and to and for whom it shall happen, and why any of it should happen at all. Decisions along these lines determine purposes and objectives to be served, and thereby give value to the plant itself.

The responsibility and the opportunity always is to synchronize purpose on one hand and building and site on the other. With words borrowed in part from dialogue between Socrates and Glaucon in Plato's *REPUBLIC* we might express it in this way: When a usable, efficient, economical and beautiful school plant harmonizes with an intelligently conceived educational program based upon human need, "and the two are cast in one mold, that will be the fairest of sights to him who has an eye to see it." . . .

. . . I admit to my inability to give you a guaranteed prescription of exactly what is needed in every instance to provide a good school as contrasted with a poor school, but I think we might profit from a review of some of the elements generally considered to be essential to a first-rate school.

1. A good school does not just happen—it is the product of vision, labor, and determination. It is the result of design and not accident.
2. A poor school can be imparted, but a good school is largely a home-grown product. It is not enough to say that St. Stephens High School is as good as Newton or Hickory or Statesville High Schools. St. Stephens High School will be good only as it is operated in proportion to its potential and provided it is serving the needs of the children in this particular school area.
3. A school succeeds in proportion to its resources. To illustrate, a school without well-defined purposes and objectives, competent and adequate instructional personnel, interested parents, and willing pupils, need not expect to compete favorably with a school having these essential elements.
4. In a good school the pupils, as the result of stimulation by their parents and teachers, are given to understand, as Euclid said, "There is no royal road to learning." Achievement and proficiency are the fruits of hard work. Scholarship is a worthy goal.
5. The program of instruction in a good school gives priority to major values, and mastery of these values must be achieved before there can be any justification for spreading into the quantitative. Extracurricular activities are important and they should be scheduled, but not at the expense of the basic purposes for which schools exist.
6. A good school recognizes its own limitations as well as its potentialities. It shares with the home the responsibility of teaching health and safety, moral and spiritual values, conservation and thrift. The real stimulus comes out of the home as reflected in parental attitudes.
7. A good school serves people who know that the minimum program of education provided by the state is not claimed by any to be an adequate program. People with a good school know that it is traditional for the state to provide the foundation upon which local communities may and should build something better.

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CHARLES F. CARROLL
State Supt. of Public Instruction

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EDITORIAL BOARD
J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN

January, 1965

The simple fact is that today the well-educated man or woman has become the single most important capital resource in our society. — Gov. Dan K. Moore

. . . Another means of bringing increased balance into the federal support-of-research program is the legislative proposal to establish a national humanities foundation, similar in function to the National Science Foundation. Its cost would be small compared to the sums required for research in the national sciences. . . . And, in the long view, humanities research may be the most rewarding, for science can flourish under any governmental system, but concern with humanities is the particular province of a democracy. — O. C. Aderholt

School should be a happy place, where there is time for both work and play. And away from school, boys and girls need time to get away from books, to roam the fields and woods, to think on their own without adult interference, to enjoy the thrills that only childhood and youth can know. For what will it gain them if they absorb all knowledge and all wisdom, and lose their spirit in the process? — Neill A. Rosser

Candor compels me to say that music and the arts have always thrived, not in democratic societies in the past, but under autocracies. . . . What we have to do now is to show that a Democracy can sponsor and can provide art with the inspiration, the talent and the wherewithall it needs to reach a new golden age in our own time. This . . . is one of the big, unrealized challenges of our democratic society—can we do as well as the old kings and the old dukes used to do? I am sure we can, if we can just sell our people on the fact that man does not live by bread alone. — Max Rafferty

Pressure--No Simple Answer

There has been increasing discussion of late, in both professional and general publications, of the problem of the pressures involved in the educational process as a result of the increasing urgency for keeping pace with the "explosion of knowledge" and rapidly changing socioeconomic demands.

Many educators, psychologists, and social commentators, and more parents, have expressed alarm about the increasing pressure on students, particularly high school and college students, as the competition for scholarships and even for admission to college grows more intense. Concern is also frequently expressed that younger children are being over-regimented, that they are being involved in too much supervised activity, with not enough time for undirected pursuits and development of individuality.

There is no doubt that these pressures are increasing, and that not only students, but school and college administrators and teachers are feeling the effects. There is agreement as to the deleterious consequences of too much pressure and over-organization of children's activities, on some of the most intelligent and potentially creative, as well as on those with various sorts of handicaps.

However, it does not seem that the simple answers which are sometimes offered are realistic or viable. It may well be that a good deal of the reaction against directed activities is in great part based more on nostalgia than on well-grounded evidence of the advantages of undirected leisurely pursuits. Furthermore, the effects of pressure *per se* are debated by reputable psychologists. Much more research and study is needed to determine why some individuals thrive under pressure and why others develop excessive anxiety or simply collapse, why some individuals are benefited and others crippled.

Here is surely one of the broad areas which need to be investigated more carefully, rather than approached from the standpoint

of what is "self-evident." Increasing complexity in demands upon individuals calls for increasing study as to the more important role guidance and counseling must assume. Many individuals who succumb to tension and pressure could have been helped by timely and competent guidance.

It is understandable that concerned parents are often desperate in seeking simple, practical answers to the problem. There is surely a need for more guidance for parents, as well as for students. Insecure and ill-informed parents themselves are in many ways responsible for the excessive demands sometimes made on children, often with most serious results. Parents as well as teachers should be sensitive to the individual needs of children, and should not succumb readily to social pressures which result in overloading children to the detriment of their personal development.

As in all times of rapid change, there is a yearning for capsule solutions, easy answers, and a tendency to overvalue "the good old days." It is often forgotten that many of today's adults were subjected to tremendous tensions due to greater economic insecurity in the good old depression days and to harrowing stress during World War II. If pressures today are greater in many ways, so are opportunities.

What is urgently needed is more educational and psychological research, to develop more efficient instructional methods and more effective guidance programs, which may not offer "simple" answers, but rather, answers better aligned with individuals' problems. A good deal of the stress noted is due to the need for changing deep-seated attitudes on the part of many parents, as well as educators. The end result, however, may well be greater insight into the needs of individuals, and a social order which can provide more diverse educational opportunities than ever before was dreamed possible.

The Value of Small Ideas

With all the current emphasis on the need for "thinking big," on long-range and large scale planning in education, on the development of massive programs and the formulation of great purposes and objectives, perhaps it is time to put in a good word for "thinking small."

For it is, after all, the quality of "small ideas," such as are engendered in the day-to-day meeting of specific problems, which determines the success or failure of huge plans and programs.

In the final analysis, the effectiveness with which small problems are dealt with, the ingenuity and initiative exercised in devising small answers, on the spur of the moment, may make the difference between superior and inferior classroom instruction and school administration.

Examples of good small ideas are legion but difficult to recall and cite, because they are tied to very specific situations and their distinct worth may be overlooked.

One case in point is that of a student teacher, challenged by a promising young athlete on the importance of learning how to use good English. The student maintained that since he was expecting to become a professional athlete, it wouldn't matter how well he could speak or write. Not content with offering a verbal argument, the young teacher hit upon the small idea of getting an acquaintance who was a well known pro football player to write a letter to the youth, in which he pointed out several advantages of knowing how to use good English.

It is a good bet that this "small idea" succeeded in making a big and lasting impression, not only on the boy who received the letter, but on his acquaintances, to whom he proudly displayed it.

Such small ideas, and others even less remarkable, can make all the difference between teaching which hits the mark and boredom in the classroom. And this difference, multiplied in countless daily instances, can in turn make or break a big program.

Continuing Expansion . . .

(Continued from page 1)

furthermore, in 1959, about one-third of all farm families received more than half of their income from non-farm sources.

- The decrease in the rural farm population, in view of an ever-increasing farm production, indicates a need for better trained farm workers and other agricultural workers; this has prompted revision of the agricultural program of studies.

- Population studies also show a net loss by migration in all geographic areas of the State during the decade. Generally, the migrants are persons who have lost their jobs in the process of automation and mechanization, and persons who, due to lack of training, cannot find jobs.

Needs of Migrants

- In planning vocational and technical education programs, particular attention is being given to the needs of migrants and their children in the Coastal Plain and Mountain areas and to retraining programs for occupationally displaced persons across the State. A great opportunity is available to assist those migrating from rural areas to become aware of and trained for the various types of jobs available in the State. Thus, the economic drain caused by out-migration can be reduced.

- A high rate of population growth and continued industrial development are anticipated. This means the need for more and better vocational and technical training for more and more persons.

New Programs

Among the steps which are being taken to gear instructional programs to this need for more diversified and comprehensive vocational education are the following:

- Redesigning the program of studies in vocational education in agriculture.

- Addition of trade and industrial education and distributive education programs in more and more rural schools. Such programs are being added in 100 rural schools this year.

Report Summarizes Vocational Education Trends, Shows Increasing Scope of Programs in State

A concise survey of the expansion of vocational education programs in North Carolina's high schools is furnished in a special report, "Trends in Vocational Education," prepared in January by the Division of Vocational Education, State Department of Public Instruction.

This report includes statistics on enrollment, teaching positions, and State-level supervisory positions from 1961-62 through the present school year, and estimated enrollment, teaching positions, etc., used as a basis for budget requests for the 1965-67 biennium. It also includes brief descriptions of developments in the various areas of vocational education. The following resume is based on these sections of the report.

Introduction to Vocations

This is a new course, first offered in 1963-64. It is designed to afford students the opportunity to study the organization of the occupational structure as related to the economy, to learn about educational requirements for various occupations, to appraise their

- Development of introductory and survey courses designed to allow students to explore a wide range of occupations, better to prepare them for selecting more specialized courses in the eleventh and twelfth grades.

- Development of new occupational training courses in home economics, new course in trade and industrial education, including pre-technical courses, and new programs in distributive education.

In summary, Beard observed that developments now under way must be carefully evaluated and improved. Long-ranged planning, he said, must be based on the premise that vocational education in North Carolina will continue to expand and diversify to provide adequate preparation for individuals with widely diverse needs and aptitudes in a changing socioeconomic environment.

interests and aptitudes, and to begin planning their educational and occupational futures.

There has been great interest in this course, and considerable expansion is planned. In 1963-64, the total enrollment was 1,750 and there were 45 teachers; it is expected that the enrollment will increase to 10,000 and the number of teachers to 200 in 1966-67.

Vocational Agriculture

The high school program of studies in agriculture was redesigned in 1964 to provide a more diversified offering of courses consistent with the broader objective assigned to vocational education in agriculture and the diversity of employment opportunities requiring knowledge and skills in agriculture.

Enrollment in high school courses increased from 38,827 in 1961-62 to 42,011 this year and is expected to increase to 43,500 in 1966-67. The number of full-time teaching positions decreased from 640 in 1961-62 to 630 this year and is expected to remain constant through 1966-67. In addition, part-time teachers for adults are being provided through an appropriation of \$40,000 annually. Enrollment in the short courses for adults increased from 19,379 in 1961-62 to 22,000 this year and is expected to increase to 22,500 in 1966-67.

Vocational Home Economics

The newly organized program in home economics education at the secondary school level will continue the general courses in basic home economics previously offered and will introduce courses in occupational training requiring home economics skills and knowledge. The eight occupational courses to be offered are Food Service, Child Care Aide, House-keeping Aide, Custom Sewing, Companion Aide, Clothing Services, Management Aide, and Homemakers Aide.

(Continued on next page)

Report Summarizes Trends . . .

(Continued from page 4)

Three years of general homemaking are offered. In the larger high schools, courses in marriage and homemaking, home economics for boys, and specialized courses in foods, clothing, and family relationship are made available as electives. Adult education for the improvement of home and family living will be continued as an integral part of the program.

Enrollment in high school courses has increased from 56,199 in 1961-62 to 63,508 this year and is expected to increase to 66,000 in 1966-67. The number of teaching positions has increased from 678 in 1961-62 to 732 this year and is expected to increase to 824 in 1966-67.

Distributive Education

Prior to 1963, distributive education in the high schools was restricted to the cooperative program, in which students received on-campus instruction and on-the-job training. This type of program was available only in schools located in or near towns and cities with sufficient wholesale, retail, and service businesses to provide on-the-job training for numbers of students. During the current school year, on-campus programs involving both classroom instruction and practical experiences have been developed, making distributive education available in rural as well as urban schools.

The broader program allows the selection of courses by students which lead to immediate employment on graduation from high schools or entrance into post-high school or college programs in business administration or marketing. It includes the fol-

Variety of thinking among students is essential to the process of education and self-understanding. We should expect more diversity among students, not so much conformity. I think we make a mistake when we get too alarmed over the views of the younger generation. . . I don't see any decline in moral values among the college generation today. — J. Carlyle Sitterson

lowing courses: Cooperative Distributive Education I and II, Marketing I and II, Pretechnical Data Processing, Advertising, Salesmanship, and Commercial Art.

Enrollment in high school courses has increased from 1,843 in 1961-62 to 5,064 this year and is expected to increase to 11,886 in 1966-67. The number of teaching positions has increased from 60 in 1961-62 to 125 this year and is expected to increase to 283 in 1966-67.

Trade and Industrial Education

Since 1962-63, there has been considerable expansion of the course offerings in the two basic programs — Trade Preparatory Training, which provides training in a wide range of trades, and Industrial Cooperative Training, which provides on-the-job training for eleventh and twelfth grade students in a variety of industrial occupations.

This year, the major developments have been the addition of Introduction to Industrial Education, a series of courses designed to allow students to explore clusters or families of occupations in the tenth grade to prepare them for choosing courses in specialized trade training; initiation of Health Occupations programs, designed principally for female students, and an advanced course in radio and TV servicing.

For 1965-66, Pre-Technical Education curricula are being designed to afford students the opportunity to explore and obtain basic information concerning technical occupations and to encourage them to continue their education in post-secondary technical institutes. Also being planned are special training programs for semi-skilled workers and more advanced trade programs.

Enrollment in high school courses has increased from 2,969 in 1961-62 to 7,494 this year and is expected to increase to 22,053 in 1966-67. The number of teaching positions has increased from 97.5 in 1961-62 to 259.2 this year and is expected to increase to 786 in 1966-67.

Prospective Teachers Loan Application Deadline Set

March 1 is the deadline set by the State Department of Public Instruction for receiving applications for loans to prospective teachers for the 1965-66 school year.

Application blanks may be obtained from local high schools or by writing directly to Prospective Teachers Scholarship Loan, North Carolina Department of Public Instruction, Raleigh.

Morris C. Brown, supervisor of teacher recruitment, scholarship, and placement, Division of Professional Services, who is in charge of the Scholarship Loan Program, stressed that any resident of North Carolina who is interested in preparing to teach in the public schools of the State is eligible to apply for a loan.

In making the awards, Brown said, priority is given to high school seniors. Consideration is given to such factors as aptitude, purposefulness, scholarship, character, financial need, and areas or subject in which demand for teachers is greatest.

The Scholarship Loan Program was established by the 1957 General Assembly. In 1961, the Legislature increased the number of awards from the original \$300 annually to 450 awards of \$350 each.

Each recipient of a scholarship loan under the program is eligible for such loans each year up to four years, until he has qualified for a teacher's certificate based on a bachelor's degree. He is obligated to teach in the public schools of North Carolina one year for each year's loan he receives (for example, if he received the award for four years, he would be obligated to teach four years). If for some acceptable reason the teaching obligation is not completed, the loan must be repaid in cash.

More than 2,000 prospective teachers currently enrolled in 56 North Carolina colleges and universities are now receiving this financial aid, Brown stated, and at least 1,000 former recipients are now teaching in the public schools of the State.

Research Project Spots Trends in College Study Programs Undertaken by Prospective Teachers

Prospective teachers attending colleges and universities in North Carolina are taking fewer professional education courses and more work in academic areas than such students were taking six years ago.

This is one of the changes in the pattern of courses of students preparing to teach reflected in a research project report recently issued by the Division of Professional Services, State Department of Public Instruction.

Data Compared

The report, "Curricula for the Preparation of Teachers," presents conclusions based on a comparison of curricular patterns disclosed in a study of transcripts of 2,374 students who graduated from in-State institutions in 1963 and who qualified for the North Carolina Class "A" Teacher's Certificate with findings in a similar study conducted in 1959.

The 1964 research project, supervised by Dr. Jerry A. Hall, supervisor of teacher education for the Division of Professional Services, was supported by a grant through the Cooperative Research Program of the U. S. Office of Education.

Twofold Purpose

Primary purposes of the study, said Dr. J. P. Freeman, director of the Division, were—

- To determine the quantitative content of the curricula being currently pursued by prospective teachers
- To ascertain the relationship between college grades and scores on the National Teacher Examination.

Comparison of the data on 1958 graduates compiled in a study conducted by Charles H. Little in 1959 for the State Board of Higher Education with the data collected in the 1964 study supports several generalizations, Dr. Hall stated. Among these are the following:

- Prospective teachers were taking less work in professional courses in 1963 than in 1958.
- Secondary school teachers were generally taking more work

in their area of certification in 1963 than in 1958. For example, persons certificated in science increased their work in the area from 32.1 to 46.3 semester hours.

- Teachers were generally taking fewer semester hours in their total college programs in 1963 than in 1958. One exception is mathematics, where the average program increased from 134.7 to 137.4 semester hours.

- Primary and grammar grade teachers are taking more work in mathematics, art, and music, and less work in health and physical education, English, and social studies.

- Teachers appear to be taking more work in philosophy, religion, and library science.

Course Patterns

The report includes tables and diagrams portraying the average composite curriculum for various areas of certification. The average pattern for the 2,374 graduates whose transcripts were reviewed is shown in the following table, which lists course areas and semester hours in each area:

Education	24.3
English	18.8
Foreign Language	7.6
Health and Phys. Ed.	10.6
Mathematics	6.2
Science	12.1
Social Studies	24.8
Other Subjects	24.9
Total	129.3

The average composite curriculum for the 920 primary and grammar grade teachers in the sample groups was as follows:

Education	29.8
Art	6.4
English	18.5
Foreign Language	5.1
Health and Phys. Ed.	11.3
Mathematics	4.7
Music	7.0
Science	9.4
Social Studies	27.1
Other Subjects	10.2
Total	129.5

Major Conclusions

Comparison of the prospective teachers' grade point averages and their scores on the Common Examinations of the National Teacher Examination disclosed a high relationship between the two (a coefficient of correlation of .635 was found).

"This supports the viewpoint that the examinations measure what they are intended to measure

New Supervisor Joins Staff Of State Library Services

Elizabeth Lassiter, Raleigh elementary school librarian, joined the Library Services staff of the State Department of Public Instruction on Jan. 12 as a library supervisor.

In her new position, Miss Lassiter will be working with local school personnel throughout the State in developing school libraries.

For several years, Miss Lassiter has been with the Raleigh City Schools as an elementary school librarian and a classroom teacher. Previously, she was director of religious education at First Baptist Church in Henderson.

A native of Wake County, she holds the A.B. degree in English from Wake Forest College and the M.A. degree in library science from Appalachian State Teachers College. She received the bachelor of religious education degree from Southern Baptist Seminary at Louisville, Ky. and has done additional graduate work at East Carolina College and the University of North Carolina at Chapel Hill.

Miss Lassiter is a member of national and State library and education associations and Delta Kappa Gamma, women educators' honorary society.

and that scores attained by individuals on the examinations are highly likely to be in close correlation to the grades achieved during their four years of collegiate preparation for teaching," Dr. Hall declared.

Other significant findings cited in the report include the following:

- Prospective teachers' curricula differ greatly according to the level or area for which they are certificated.
- Prospective secondary school teachers tend to take more work in their area of specialization than is required by the State.
- Prospective teachers are taking a wide range of academic courses other than education and their area of specialization.

Mrs. Anne W. Maley Retires After 18-Year Term As Supervisor of State's School Lunch Program

Mrs. Anne W. Maley retired Dec. 31 after more than two decades of service in the State's School Lunch program — 18 of those years as State Supervisor.

Her term of service with the State Department of Public Instruction spanned nearly the entire duration of the State School Lunch program, which was initiated in 1943. She joined the staff in April 1944 as field supervisor, and in January 1946 she was named to succeed Mrs. Louine Moore as State School Lunch supervisor.

For several months prior to her retirement, Mrs. Maley was engaged in compiling data for and writing a history of North Carolina's School Lunch program.

Then and Now

Recalling the early years of the program, she remarked that "many of the lunchrooms were located in school basements or other inadequate quarters and were staffed entirely or in part with volunteer workers—mothers interested in serving the children who could not go home for lunch or bring lunch."

Over the years, she saw more and more schools develop their food service facilities, with well-lighted, colorful and spacious lunchrooms equipped for quantity food service.

Years of Progress

The principal stimulus for this development, Mrs. Maley observed, has been the National School Lunch Program, which was just getting under way when she joined the State staff. At that time, 549 schools were participating in the program, serving some 67,750 pupils daily out of a total State-wide school population of 730,000.

An indication of the progress during the ensuing 20 years, Mrs. Maley noted, is the fact that during 1963-64, of the 2,200 schools in the State, 2,100 were serving meals, and 1,850 of these schools were participating in the National School Lunch Program. "Altogether, these 2,100 schools served

an average of more than 850,000 children per day — a \$45 million operation," she stated.

Educational Program

"Along with the increase in the number of schools with top quality facilities for serving the students and faculty, an education program both for the employees and the children they served has been developed.

"No longer is the lunchroom just a feeding station. Through the efforts of the classroom teacher, the lunchroom has become more and more a part of the total education of the child. Workshops, summer courses at the colleges, and on-the-job training programs for lunchroom employees have helped them in upgrading their efficiency and the quality of the food they serve."

Teaching Experience

A native of Texas, Mrs. Maley attended a small rural school on her family's ranch in Bee County. Upon her graduation from a nearby rural high school, she was awarded a five-year scholarship to Texas Woman's University at Denton (then known as the College of Industrial Arts). She received her B.S. degree in vocational home economics in 1921 from that institution.

After several years' experience as a vocational home economics teacher, principal, and girls' athletic coach in a number of high schools in Texas, she continued in graduate work, receiving the M.S. degree in homemaking education from Colorado State University in 1942. From 1929 to 1943, she taught home economics at A. C. Jones High School in Beeville, Tex. As head of the school's home economics department for seven years, she specialized in home economics for boys, which was the subject of her thesis. She also taught classes in woodworking, basketry, leathercraft and other crafts.

Mrs. Maley gained experience in serving meals to large groups of people as a home economics

Curriculum Group Meets

"Instruction: Issues and Innovations" was the theme of the 1965 N. C. Association for Supervision and Curriculum Development Conference held Jan. 12 at the University of North Carolina at Chapel Hill.

Principal speaker for the meeting was Dr. Harold Drummond, president of the National Association for Supervision and Curriculum Development. He is chairman of the University of New Mexico's Department of Education.

Mrs. Virginia Price Waller of Henderson is president of the N. C. Association, and Dr. Douglas R. Jones of Greenville is president-elect.

teacher in Beeville. For several months prior to joining the North Carolina School Lunch staff, she was manager of an Army service club cafeteria at Camp Tyson, Tenn., until the camp was closed down.

She has participated in numerous professional workshops and conferences and has written or contributed to several publications on various phases of the School lunch program.

Plans and Interests

Her husband, Louis Austin Maley, a bookkeeper with the Texas Company for many years, died in December 1940 when their daughter, Theda Louise, was in grade school. Mrs. Maley is now residing in Amityville, Long Island, N. Y., near the home of her daughter and son-in-law, Mr. and Mrs. W. H. Marty, and is enjoying the opportunity to spend more time with them and her three young grandchildren.

After a brief vacation, Mrs. Maley plans to continue in professional work, either as a home economics teacher or in school lunchroom supervision.

Her main recreational interests are woodworking, toymaking, and other crafts. Over the years, she has built many pieces of furniture for her home. She is also fond of cooking, baking, and candymaking and is a avid reader.

State School Facts

JANUARY, 1965

State Supervisor's Five-Year Report Indicates Striking Progress in School Library Services

Impressive improvements in the scope and quality of public school library services in North Carolina over a five-year period are reflected in a report issued in October by Cora Paul Bomar, State supervisor of Library and Instructional Materials Services.

While the total school enrollment increased 7.3 percent from 1959-60 through 1963-64, the number of school librarians increased 124 percent, and the number of administrative units employing library supervisors or coordinators increased 213 percent over the five-year period, the report shows.

Books and Materials

The total book stock increased more than 39 percent (a nearly 30 percent increase in books per pupil); the number of books circulated increased more than 43 percent (nearly 34 percent increase in books circulated per pupil).

The total amount spent for all library materials and supplies increased more than 130 percent (nearly 108 percent per pupil), and the total amount spent for library books jumped over 93 percent, or over 80 percent per pupil.

Librarians Needed

Despite the tremendous progress these statistics indicate, Miss Bomar pointed out, 124 school

"Their conscientious participation has done much to further an understanding of library services, and it is from this group that many of the librarians have been recruited." She especially mentions "the teachers' influence on boys and girls in the development of study skills involving the techniques of reference and research and in the extension of knowledge and appreciation of literature."

More Diversification

There has been significant progress in implementing the concept of the school library as "a center for all types of instructional materials and communication media needed to support the instructional program and to satisfy individual needs and interests," Miss Bomar observes, with increasing diversification in the types of materials made available to students and teachers.

In particular, she points out, "schools are adding audiovisual materials at a rapid rate." The 1963-64 statistical report shows that a total of \$1,418,292 was spent for audiovisual materials (\$1.19 per pupil). The total number of school-owned filmstrips was 668,472, and the filmstrip circulation was 1,273,234, or 484 per school. The total number of school-owned recordings, disc and

SIGNIFICANT FACTS, 1963-1964 NORTH CAROLINA PUBLIC SCHOOL LIBRARIES

Enrollment

1,186,658 pupils enrolled, an increase of 80,981 over 1959-1960

Number of Schools

2,655 schools, a decrease of 264 since 1959-1960

2,286 schools reporting centralized libraries (86 per cent of total)

772 secondary (junior high and high) schools State accredited (96 per cent of total)

1,291 elementary schools State accredited (73 per cent of total)

203 secondary (junior high and high) schools accredited by Southern Association of Colleges and Schools (25 per cent of total)

10 elementary school systems accredited by Southern Association of Colleges and Schools (6 per cent of total school administrative units)

Library Personnel

1,253 librarians employed full time or major portion of time for library work, an increase of 695 over 1959-1960

1,302 schools without the services of a librarian

47 school administrative units employ library supervisors or library coordinators with system-wide responsibility for school library development

124 school administrative units (72 per cent of total) do not employ library supervisors or library coordinators with system-wide responsibility for school library development

Library Books

8,886,042 total book stock, an increase of 2,503,933 over 1959-1960

7.49 volumes per pupil enrolled, an increase of 1.71 volumes per pupil over 1959-1960

36,201,618 books circulated to pupils and teachers, an increase of 10,928,651 books circulated over 1959-1960

30.59 books circulated per pupil, an increase of 7.74 over 1959-1960

Expenditures

\$ 4,735,518 spent for all library materials and supplies, an increase of \$2,679,406 over 1959-1960

\$ 3.99 spent per pupil for all library materials and supplies, an increase of \$2.07 over 1959-1960

been a decided increase in the activities of the State-level supervisory staff, Miss Bomar reports. Since 1930, there has been a continuous program of State-level supervision. Prior to 1959, there were just two professional State supervisory staff members. "The 1959 General Assembly provided funds to employ two additional assistant supervisors, a librarian, and supporting secretarial staff. The additional personnel enabled the State Department of Public Instruction to provide more consultant services to schools, to offer assistance in audiovisual services, and to devote more time to the evaluation of materials and the preparation of bibliographies and bulletins.

Recent Expansion

"In addition, the Instructional Materials Library was established to serve staff members of the State Department of Public Instruction and teachers, supervisors and administrators. The 1961 General Assembly appropriated funds to establish an office to provide assistance to local school systems in the evaluation, selection, acquisition and organization and utilization of instructional materials allowable for purchase through Title III of the National Defense Education Act of 1958.

"In 1960, the school library services at the State level were organized as the Library and Instructional Materials Services, a section in the Division of Instructional Services of the State Department of Public Instruction."

schools (14 percent of the total number) which did not report centralized libraries.

"In 1963-64," the report states, "there were over 1,200 elementary schools and more than 100 high schools attempting to operate libraries without librarians. Analysis of needs reveals that more than 50 percent of the schools are still without the services of a qualified librarian. Clerical assistance is almost non-existent except for volunteer student help. Less than 100 schools have paid clerical assistance."

Student Aides

While calling attention to the "critical shortage of trained school librarians," the report stresses the important role of the student library assistants in the operations of most school libraries in the State. "The benefits of this program to the students and to the school have been widely recognized, resulting in State-wide provision for student assistants. . . . The duties and responsibilities of student library assistants are increasingly varied in scope."

Teacher's Contributions

Miss Bomar also cites the contributions classroom teachers are making to school library development. "Through guidance from the State Department of Public Instruction, many classroom teachers have been made aware of the value of organized libraries and have volunteered to assist in organizing the book collections and in initiating a program in their own schools.

Year	Total Volumes	Volumes Per Pupil	Volumes Added	Total Circulation	Circulation Per Pupil
1963-1964	8,886,042	7.49	1,060,691	36,201,618	30.59
1962-1963	8,548,060	7.33	909,156	35,552,088	30.56
1961-1962	7,299,273	6.39	718,399	29,673,280	23.99
1960-1961	6,763,372	6.02	665,456	26,763,986	23.82
1959-1960	6,382,109	5.73	560,522	25,272,967	22.86

PUBLIC SCHOOL LIBRARY EXPENDITURES

Year	All Library Materials and Supplies			Library Books	
	Total	Per Pupil		Total	Per Pupil
1963-1964	\$ 4,735,518.00	\$ 3.99		\$ 2,676,442.00	\$ 2.26
1962-1963	3,730,468.79	3.20		1,916,374.17	1.65
1961-1962	3,080,397.54	2.70		2,010,033.77*	1.78*
1960-1961	2,598,539.58	2.31		1,564,930.63*	1.39*
1959-1960	2,056,112.86	1.92		1,384,942.11*	1.25*

* Includes expenditures for books and periodicals.

PUBLIC SCHOOL LIBRARY PERSONNEL

Year	Librarians	Pupils Per Librarian	Library Supervisors	Per Cent Adm. Units Employing Supervisors
1963-64	1253	947 to 1	53	27%
1962-63	995	1167 to 1	30	17%
1961-62	938	1217 to 1	25	14%
1960-61	558	2041 to 1	17	10%
1959-60	558	1981 to 1	15	9%

PERSONNEL SERVING NORTH CAROLINA PUBLIC SCHOOL LIBRARIES, 1963-1964

Total number public schools, number and per cent of public schools served by school librarians working full time or part time in one school, number and per cent of schools with centralized libraries served by full time classroom teachers by amount of library science training, and number and per cent of schools without centralized libraries, North Carolina, 1963-964.

Amount of Semester Hours Training in Library Science	Number of Schools	With Centralized Libraries				Schools Served by Classroom Teachers*	
		Schools Served by Librarians		Schools Served by Teachers		Less Than 2 Hours Per Day %	
		Full Time*	%	Part Time*	%		
18-30+ Sem. Hrs.*	1073	40.4	675	25.4	310	11.7	88
6-17 Sem. Hrs.	602	22.7	98	3.5	167	6.3	33
0-5 Sem. Hrs.	611	23.1	29	1.1	79	3.0	12.9
Schools With Centralized Libraries	369	13.8					503
Schools Without Centralized Libraries	2286	86.2	797	30.0	556	21.0	933
Total	2655	100.0	797	30.0	556	21.0	933

* Key: 18-30+ semester hours—Eligible for State Certificate in Library Science

Full Time—Assigned full time to one school.

Part Time—Assigned to two or more schools, or assigned to teach one or two periods per day in addition to teaching as librarian in addition to teaching major portion of school day

Searing Cites 'Hunger Gap,' Need for More Free Lunches

Though there has been tremendous progress since 1943 toward the goal of providing nutritionally adequate meals for all students in North Carolina's public schools, there is still a huge "hunger gap" to be bridged.

O. L. Searing, State School Lunch supervisor, made this observation in early January shortly after his appointment to the post was approved by the State Board of Education.

Searing was named acting State Supervisor of the program in June, 1964, after 2½ years as assistant supervisor. Prior to that, he was assistant State school lunch supervisor with the Florida State Department of Education for seven years.

Explaining his statement about the "hunger gap," Searing pointed out that about 400,000 students in the State are not getting "Type A" lunches, and 270,000 of these students are either going home for lunch or doing without it. There are still 94 schools in the State, with 35,000 students, which do not have school food service facilities. An estimated 121,000 students come to school daily without having eaten breakfast.

The schools are serving 6.4 million lunches free or at reduced price, he said, but they should be serving nearly 20 million. These free and reduced price lunches actually cost an average of just over 29 cents, and "someone has to pay for them," Searing observed. He suggested State aid.

At present, no State funds are provided for meals served at the schools. As a result, the average cost of these meals is too high, and not enough free school lunches can be provided, Searing said. To meet this need would require \$644,000 for the remainder and of the present school year and about \$1 million next year, he stated.

Searing is a graduate of Michigan State University and holds the M.S. in Education (Administration and Supervision) from Florida State University.

Southern Association Admits 88 More Schools In North Carolina to Accredited Membership

Eighty-eight public schools in North Carolina were admitted to accredited membership in the Southern Association of Colleges and Schools at the organization's annual meeting in Louisville, Ky. the first week in December.

Representatives of most administrative units in the States with member schools attended the meeting. Representing the State Department of Public Instruction at the meeting were Dr. Joseph M. Johnston, who is chairman of the Association's Committee on Secondary Schools and secretary-treasurer of the N. C. Committee of the Association; John D. Farmer, chairman of the N. C. Committee on Elementary Schools; Howard E. Reinhardt, and Calvin L. Criner. Dr. Johnston is supervisor of curriculum development and director of the Teacher Merit Pay Study; Farmer and Reinhardt are supervisors of secondary education, and Criner is supervisor of non-public schools.

The list of North Carolina Public Schools newly accredited by the regional association includes 64 elementary schools and 24 secondary schools:

Secondary

Albemarle: Albemarle Junior High

Asheboro: Asheboro Junior High

Buncombe: North Buncombe High, Weaverville; Charles D. Owen High, Swannanoa; A. C. Reynolds High, Asheville, Rt. 2

Durham County: Carrington Junior High; Pearisonton Junior High

Greene: Greene County Central High, Snow Hill

Guilford: Southeast High, Rt. 4, Greensboro; Northwest High, Rt. 3, Greensboro; Northeast High, Rt. 1, McLeansville; Sumner High, Rt. 8, Greensboro

Hoke: Hoke County High, Raeford

Montgomery: East Montgomery High, Biscoe

New Hanover: Williston Junior High; Chestnut Street Junior High; Sunset Park Junior High; Tileston Junior High; Roland-Grise Junior High; Lake Forest Junior High

Sampson: Hobbton High, Newton Grove

Shelby: Shelby Junior High

Transylvania: Brevard Senior High, Brevard

Wayne: Charles B. Aycock High Elementary

Asheboro: Balfour, Central, Lindley Park, Charles W. McCrary, Park Street, Guy B. Teachey

Elizabeth City: Sheep-Harney, J. C. Sawyer, Annie E. Jones, H. L. Trigg

Henderson City: Clarke Street, E. M. Rollins, Lelia B. Yancey, North Henderson, Pinkston Street, South Henderson, West End

Hendersonville: Bruce Drysdale, Rosa Edwards

Lexington: Cecil, Dunbar, Eanes, Grimes, Holt, Pickett, Robbins, South Lexington

Macon: Cartoogechaye, Cowee, Cullasaja, Franklin, East Franklin, Iotla, Otto, Union

New Hanover: Bradley Creek, Carolina Beach, Chestnut Street, Forest Hills, Gregory, J. C. Rose, James B. Dudley, Lake Forest, Ogden, Peabody, Sunset Park, Tileston, William H. Blount, William Hooper, Winter Park, Wrightsboro, Wrightsville Beach

Roanoke Rapids: Alonzo E. Akers, Rosemary, Clara Hearne, William L. Manning, William L. Medlin

Shelby: Cleveland Training, Graham, Hunter, Marion, Morgan, Oak, Jefferson-Washington

Hunsucker Named Supervisor Of Instructional Materials

David L. Hunsucker, a school library supervisor in the State Department of Public Instruction since 1962, was named NDEA supervisor of Instructional Materials Services in December.

His new duties include assisting the supervisory staff in reviewing and evaluating instructional materials proposed for purchase under provisions of the National Defense Education Act and assisting local school administrators and library personnel throughout the State in selection and utilization of such materials. He also will continue serving as a consultant in developing public school libraries.

New Radiological Monitor Training Course Added To State Civil Defense Adult Education Program

A new program of training for radiological monitors in cooperation with the North Carolina Civil Defense Agency was authorized by the State Board of Education at its November meeting.

Addition of the radiological monitor training (Ramont) program to the Civil Defense Adult Education Program was approved pursuant to recommendation of the Department of Health, Education, and Welfare, in response to a request by the Department of Defense, said George Maddrey, State coordinator of Civil Defense Adult Education.

New Provisions

Amendments to the Rules and Regulations Governing the Operation of Courses in Civil Defense providing for the addition of the Ramont program were approved by the State Board, as well as an amendment allowing high school students to enroll in CDAE courses except the Ramont courses. The latter amendment was recommended by the U. S. Office of Education and had been requested by several superintendents and principals, Maddrey stated.

Under the new provisions, radiological monitor instructors will be trained by the University of North Carolina Extension Division and/or the Civil Defense Staff College. Those who successfully complete this course and who are licensed to handle radioactive by-product material will be eligible to teach the Ramont courses.

The Radiological Monitor course will be a 16-hour course and, like the CDAE course now offered, will involve no cost to the students. A minimum of 10 trainees must be enrolled in each Ramont course.

Arranging Courses

Maddrey pointed out that the State regulations state that "the initial contact concerning the establishment of this Program in any community shall be with the local superintendent of the school administrative unit." Authori-

zation by the State Supervisor is required before each CDAE course is started. Courses may be offered through school administrative units, colleges or universities, community colleges, technical institutes, or industrial education centers.

Teachers for CDAE courses must be selected by the highest administrative officer of the school unit or institution offering the course. They must hold teaching certificates issued by the State Department of Public Instruction, but they need not be actively employed as teachers.

Progress Report

The Civil Defense Adult Education Program in North Carolina was initiated on Oct. 17, 1962, when the State Board of Education entered into a contract with the Department of Health, Education, and Welfare, Maddrey stated.

He reported to the State Board that during the first contract period, Oct. 17, 1962-June 30, 1963, nine instructor training courses were conducted with 212 teachers attending, and 15 adult courses were held with a total enrollment of 525.

Second Period

During the second contract period, July 1, 1963-Dec. 31, 1964, nine instructor training courses have been held with 194 teachers attending, and there have been 48 adult courses with 1,367 enrolled, Maddrey reported. In addition, Refresher Training Courses have been held for 102 previously certified instructors.

During the first 15 months of the months of the present contract, \$44,032 was expended, Maddrey reported.

The new contract will be on a calendar-year basis—Jan. 1-Dec. 31, 1965.

Maddrey also reported that he and Samuel M. Fishel and Lewis B. Lane, associate coordinators, have completed additional professional training in the Shelter Manager Instructors Course. Fishel and Lane also have completed the Radiological Monitor Course.

Museum Class for the Blind Draws Foundation Support

A gift of \$7,500 from the Mary Duke Biddle Foundation to underwrite the art class for blind students conducted at the North Carolina Museum of Art and to create a special gallery for the State's blind children and adults was presented to the museum on November 20.

The gift was presented to Dr. Robert Lee Humber of Greenville, chairman of the museum's board of trustees, by Mrs. James Semans of Durham, chairman of the foundation and a trustee of the Museum.

Mary E. Switzer, commissioner of vocational rehabilitation, U. S. Department of Health, Education, and welfare, spoke briefly at the ceremony, expressing the interest of her agency in the museum's program for the blind, and stated that it will become a pilot project for the nation. Financial support for the project will be forthcoming from her department, she said.

Charles Stanford, the museum's curator of education, has been conducting the class in the history of art for teenagers from the State School for the Blind for the past two years. In teaching, he uses small sculptures from the various periods, which the students are permitted to handle.

Economics Institute Set

A Summer Institute for High School Teachers of Economics will be conducted at the University of Illinois June 20-July 30. The Institute is supported by the National Science Foundation, with the assistance of the Joint Council on Economic Education.

Six hours of graduate credit will be awarded to participants successfully completing the course of study.

Further information and application forms may be obtained from Dr. Donald W. Paden, Director, NSF Summer Institute in Economics, University of Illinois, 226 David Kinley Hall, Urbana, Ill., 61803.

Conant Sees Need for Interstate Planning Body To Formulate 'Nationwide' Educational Policy

Unless all the states, "or at least 15 to 20 of the most populous states" can get together and create a "truly nationwide educational policy," we may well lose the battle to meet the new and revolutionary demands being made on our total educational system.

This is one of the main contentions of Dr. James B. Conant in his latest book, *Shaping Educational Policy*, published in mid-November by McGraw-Hill. In this volume, he sums up his conclusions based on a study financed by a grant provided by the Carnegie Corporation of New York and administered by the Educational Testing Service.

Malady and Remedy

Up to now, he states, educational planning in the United States has been proceeding on the basis of a hodge-podge of educational policies developed by a "jumble of influential private and public bodies" without sufficient coordination. As a result, the nation is already suffering a critical loss of talent "which endangers (its) industrial capacity and may endanger even its military security."

To meet this educational crisis, he declares, the states must reorganize and strengthen their departments of education so that there can be more effective implementation of policy; each state should develop a "master plan" for higher education, as has been done in California; and an interstate commission should be established for the purpose of formulating a "nationwide" educational policy.

Interstate Compact

He distinguishes between a "nationwide" policy, formulated by such an interstate body, and a "national" policy, developed by Federal agencies or a national body financed by federal appropriations. While the compact between the states establishing the proposed commission should be approved by Congress, Dr. Conant thinks, the commission's operations should not be federally financed. "Yet I would hope the

commission would invited the chief United States school officer, the Commissioner of Education, as well as other federal officials, to attend each conference."

'Establishment' Assailed

Such an interstate policymaking body, he maintains, should be composed of "distinguished citizens of each state who are not educators . . . the sort of persons one finds on boards of trustees of our most famous universities."

Though some professional educators might be involved in this interstate planning, Dr. Conant thinks, it is high time to end the present practice of allowing unofficial bodies "composed of public school administrators and professors of education" to determine the policy for our public schools. He places much of the blame for the lack of coordinated educational planning on the influence of these groups, which he labels "the establishment."

The six regional accrediting agencies should be "discredited" and the influence of such professional organizations as the National Education Association diminished, he declares.

State Agencies' Role

Most of the states, he thinks, need more powerful and more respected state departments of education and state boards of education, which would carefully consider the recommendations of the interstate commission and would work to implement the nationwide policy.

Among the most urgent needs which are not now being adequately met, he cites the following:

- Reform of instructional methods and materials, including the new developments in foreign languages instruction in the lower grades and the new courses in physics, chemistry, mathematics and biology.
- Introduction of new techniques, including TV and programmed instruction.

Groundbreaking Ceremony Held at Sandhills Campus

Governor Terry Sanford turned the first spadeful of earth at the groundbreaking for the new Sandhills Community College at Southern Pines on Nov. 25.

"We are pioneering here today," Sanford declared, lauding the citizens of the area for daring "to take the first step." He was referring to the fact that the institution was the first to be established under the 1963 Higher Education Act. It is scheduled to open next fall.

Other participants in the ceremony included Dr. Raymond A. Stone, president of Sandhills Community College; H. Clifton Blue of Aberdeen, chairman of its board of trustees; John Reynolds of Asheville, a member of the State Board of Education and chairman of its Community College Committee; Mrs. Louis C. Meyer, who donated the 400-acre site for the college; John Currie of the Moore County Board of Commissioners, and State Sen. W. P. Saunders.

New Brochure Gives Answers

"The High School Equivalency Program — Questions and Answers," a folder-brochure recently issued by the State Department of Public Instruction, tells how adults who have not completed high school may qualify for high school equivalency certificates by taking a series of tests to demonstrate educational competence.

- Improvement in the instruction in English composition.
- Recruiting of more intellectually able young people into the teaching profession.
- Development of radically comprehensive schools and more appropriate vocational education in the high schools.
- Desegregation of the public schools.

Rapid progress in meetings these needs is urgently required, and there cannot be such progress without much more concerted effort and coordinated "nationwide" planning, Conant holds.

Two Concise, Informative Handbooks on School Law

Fulbright, Evelyn R., and Bolmeier, Edward C. **COURTS AND THE CURRICULUM.** (American School Law Series) Cincinnati: W. H. Anderson Co. c1964. Pp. viii, 197. \$5.75.

Flowers, Anne, and Bolmeier, Edward C. **LAW AND PUPIL CONTROL.** (American School Law Series) Cincinnati: W. H. Anderson Co. c1964. Pp. viii, 194. \$5.75.

Rather than texts or treatises, *Courts and The Curriculum* and *Law and Pupil Control* are more like handbooks for use by educators and those who shape the educational policy. They should prove helpful to school administrators, teachers, and boards of education in determining and interpreting legal principles of the educational system.

The topics covered in these handbooks are those most commonly debated throughout our educational systems today.

Courts and The Curriculum deals with such pertinent topics as the extension of the public school programs to include provisions for extending school time, expanding the schools to include provisions for the physically and mentally handicapped, establishing general concepts of the public school programs.

In addition, detailed discussion of the determination of particular subjects, such as commercial and vocational education, driver training, foreign languages, music, etc.; methods of instruction; religious education in the curriculum; selection of instructional materials are all given equal treatment within the text of the book.

Law and Pupil Control presents discussions of pressing problems such as membership of students in secret societies, rules and regulations concerning married pupils, regulation of the dress and personal appearance of pupils, adoption of rules and regulations pertaining to health, and legal considerations in the control of certain types of willful misconduct.

The authors of these handbooks have well defined the lines of responsibilities of state and local boards of education in following

New Social Studies Curriculum Guide Published

Integration of the social studies with other areas in the elementary school curriculum is emphasized in the latest curriculum guide published by the State Department of Public Instruction.

The Social Studies—Grades 1-8 (Publication No. 380, issued in January) also stresses the need for individualized instruction, various methods for evaluating pupils' progress, and utilization of a wide range of carefully selected instructional materials.

"Social studies programs cannot be viewed properly or accurately as simple history and geography treated in isolation," the guide states. "A desirable program for today's elementary school draws content materials from the various disciplines of the social science, including history, geography, economics, sociology, anthropology,

the educational program determined by the constitution and the statutes. Concise information has been given through citations of unbiased and representative judicial decisions by state and federal courts, concerning the role of the courts in upholding the educational program. It is revealed that in many instances the courts cannot interfere with school problems at the local level of administration.

Evelyn R. Fulbright and Anne Flowers, are both associate professors of education, Columbia College, Columbia, South Carolina. Dr. Edward C. Bolmeier, professor of education, Duke University, Durham, North Carolina, in addition to co-authoring these two books, is also advisory editor for the American School Law Series.

The authors are to be commended for the detailed and definitive research that is evident throughout the books. Although both handbooks are less than 200 pages in length, they are important contributions to the subject of school law and fill part of a great need for more information in readable form on the interpretation of all phases of school law.

and political science" as well as from current affairs. Correlation of the social studies with language arts, science, arithmetic and the fine arts can be most effective in grades 1-8, the authors observe.

The attractive 48-page publication is designed for easy reference use. It contains an outline of the social studies curriculum through grade 12, to show the relationship of the elementary and secondary level programs.

Part III of the guide offers a detailed breakdown of the content in the major areas of study at each grade level, and discusses purposes and the skills and understandings to be developed at the various levels.

The appendix contains a selected bibliography and lists sources of professional materials, reference aids, and basic understandings and concepts.

The new social studies guide was developed by several staff members of the State Department of Public Instruction, with the cooperation of an advisory committee composed of college and university faculty members, and public school administrators, supervisors, and teachers.

Nile F. Hunt, director of the Department's Division of Instructional Services, which issued the publication, acknowledged particularly the "leadership and untiring efforts" of Miss Marie Haigwood and Homer Lassiter, supervisors of elementary education, in preparing the guide. Other staff members who assisted with its development were L. H. Jobe, Mrs. Ann W. Gray, Miss Nedra Mitchell, Miss Madeline Tripp, J. L. Cashwell, Ben Hackney, and William M. Hennis.

We do not know, in most cases, how far social failure and success are due to heredity, and how far to environment. But environment is the easier of the two to improve—J. B. S. Haldane

The Attorney General Rules . . .

Education: Public Schools; Grants of Federal Funds for Public Schools; Civil Rights Act of 1964 (Public Law 88-352; 78 Stat. 241; H.R. 7152); Non-discrimination in Federally-Assisted Programs; Statement of Compliance; Assurance of Compliance (HEW-441); Title 45, Subtitle A, Part 80 of HEW, relating to Title VI of the Civil Rights Act of 1964, appearing in Federal Register under date of Friday, December 4, 1964.

21 January 1965

Dr. Charles F. Carroll
State Superintendent of Public
Instruction

Education Building
Raleigh, North Carolina

Dear Dr. Carroll:

This is in reply to your letter of January 5, 1965. You send me copy of Regulations issued by the Department of Health, Education, and Welfare for the enforcement of nondiscrimination in Federally-assisted programs pursuant to Title VI of the Civil Rights Act of 1964. These Regulations appear in the Federal Register as of Friday, December 4, 1964, and are designated as Title 45-Public Welfare-Subtitle A, Part 80. You also send me copy of Statement of Compliance which is required to be executed by State agencies (including a State Board of Education) if Federal funds are accepted pursuant to any Federally-assisted programs. You also send me copy of Assurance of Compliance (HEW-441) which is required to be executed by county and city boards of education and which in turn requires nondiscrimination in Federally-assisted programs wherein the local school units receive Federal funds. County and city boards of education not prepared or in position to comply with the assurances set forth in HEW-441 may, however, be in compliance by following the alternative methods set forth in 80.4 (c) of the above-designated Regulations. You also send me copies of explanations and instructions relating to Statement of Compliance and Assurance of Compliance.

You refer to our statute authorizing the State Board of Education to accept Federal funds (G.S. 115-11 (8)) which reads as follows:

"(8) Acceptance of Federal Funds and Aid.—The Board is authorized to accept, receive, use or reallocate to local school units any Federal funds, or aids, that may be appropriated now or hereafter by the Federal government for the encouragement and improvement of any phase of the free public school program which, in the judgment of the Board, will be beneficial to the operation of the schools. However, the Board is not authorized to accept any such funds upon any condition that the public schools of this State shall be operated contrary to any provisions of the Constitution or statutes of this State."

You also call our attention to another statute of this State which reads as follows (G.S. 115-229):

"Acceptance of benefits of Federal Vocational Education Act.—The State of North Carolina hereby accepts all the provisions and benefits of acts passed by the Congress of the United States providing Federal funds for states for vocational and technical education programs: Provided, however, that the State Board of Education is not authorized to accept any such funds upon any condition that the public schools of this State shall be operated contrary to any provision of the Constitution or statute of this State."

You submit to the Office of Attorney General of North Carolina certain questions, as follows:

1. In the light of the foregoing requirements by the Federal Government as a condition to receiving Federal funds and the authority granted to the State Board of Education by G.S. 115-11(8), and under provisions of G.S. 115-229, would the execution of the aforementioned Statement of Compliance on the part of the State Board of Education be contrary to any provisions of the Constitution or statutes of this State?

2. Is there any constitutional or statutory restriction or prohibition against county and city boards of education executing the aforementioned Assurance of Compliance?

3. If the State Board of Education in the administration of programs financed in whole or in part by Federal funds accepts responsibility for policing compliance by county and city boards of education, would the State Board of Education be acting within its constitutional and statutory functions and responsibilities?

Your question No. 1 is answered by a decision of the Supreme Court of North Carolina (Constantian v. Anson County, 244 N.C. 221, 93 S.E. 2d 163), and we quote from the opinion of the Supreme Court of North Carolina, as follows:

"The mandate to the General Assembly (Article IX, section 2), and the mandate to the board of commissioners of each county (Article IX, section 3), discussed above, were part and parcel of the original (unamended) Constitution of 1868. These are the constitutional mandates upon which our public school system is based. See, also, Constitution of North Carolina, Article I, section 27; Article IX, sections 1, 4, 5, 8, 9 and 11. It was the amendment of 1875 which provided that, in obeying the original mandates, a specified method was required, namely, that 'the children of the white race and the children of the colored race shall be taught in separate public schools.' Only that portion of the 1875 amendment which purports to make mandatory the enforced separation of the races in the public schools now held violative of the equal protection clause of the Fourteenth Amendment to the Constitution of the United States. Otherwise, the mandates of Article IX, sections 2 and 3, remain in full force and effect. The provisions thereof, absent the mandatory requirement of enforced separation, are complete in themselves and capable of enforcement. They ante-date the 1875 amendment. They survive the invalidation of the mandatory requirement of enforced separation contained in the 1875 amendment.

. . . . The final (contradictory) contention of plaintiff is that, assuming the teaching of children of the white race and of the colored race in the same school is now permissible under the decision of the Brown case, the issuance of the bonds (\$750,000) is for an unlawful purpose under North Carolina law. The fallacy underlying this contention is that the mandatory requirement as to enforced separation, incorporated in Article IX, section 2, by the 1875 amendment, is no longer the law in North Carolina.

"Our deep conviction is that the interpretation now placed on the Fourteenth Amendment, in relation to the right of a State to determine whether children of different races are to be taught in the same or separate schools, cannot be reconciled with the intent of the framers and ratifiers of the Fourteenth Amendment, the actions of the Congress of the United States and of state legislatures, or the long and consistent judicial interpretation of the Fourteenth Amendment. However that may be, the Constitution of the United States takes precedence over the Constitution of North Carolina. Constitution of North Carolina, Article I, section 3 and 5; Constitution of the United States, Article VI. In the interpretation of the Constitution of the United States, the Supreme Court of the United States is the final arbiter. Its decision in the Brown case is the law of the land and will remain so unless reversed or altered by constitutional means. Recognizing fully that its decision is authoritative in this jurisdiction, any provision of the Constitution or statutes of North Carolina in conflict therewith must be deemed invalid."

The answer to your question No. 1, therefore, is that the execution of a Statement of Compliance on the part of the State Board of Education would not be contrary to any provisions of the Constitution or statutes of the State of North Carolina. We call your attention to the fact that there are no provisions in the laws governing the public schools of North Carolina (Chap. 115 of General Statutes — Volume 3A as amended) which require segregation. If the State Board of Education can meet the conditions of nondiscrimination as set forth in the Statement of Compliance, then there are no constitutional or statutory prohibitions or restrictions against the execution of such an instrument.

We answer your question No. 2 as follows: There are no constitutional or statutory restrictions or prohibitions against county and city boards of education executing and carrying out the conditions and requirements contained in an Assurance of Compliance. In saying this, we assume that before executing such Assurance of Compliance the various boards of education have examined the status of their school units, and that no form of discrimination exists as prohibited by Title VI of the Civil Rights Act of 1964 and the Regulations issued thereunder. The statutes quoted above (G.S. 115-11 (8); G.S. 115-229; see also G.S. 115-230) contemplate that Federal funds may be allocated to the local school units and that these local units may meet

(Continued on next page)

The Attorney General Rules . . .

any legal conditions required for the receipt of such funds. It should also be stated that county and city boards of education have broad, general powers of supervision and control over the public schools of their units, and they have the power to execute any instrument that will promote the progress and increase the efficiency of their schools. (See powers of County and City Boards of Education: Article 5 of Chap. 115 of the General Statutes). By way of analogy see Article 39 of Chap. 115 of the General Statutes which authorizes the creation of voluntary endowment funds for public schools. What we have said above applies with equal force to those situations where Federal funds are granted directly to the local boards of education, such as, for example, in impacted areas. Last of all, this has been the administrative construction of the State Board of Education as well as of the county and city boards of education, and such construction has never been reversed by the Supreme Court of this State.

In your last inquiry (Question No. 3) you raise the question as to whether or not the State Board of Education has authority to accept the responsibility for "policing compliance" by county and city boards of education. In this State, county and city boards of education, and their administrative officers, in nearly all respects supervise and control their public schools and the State Board of Education has no legal right to interfere in the operation of the public schools. These local boards have a high degree of autonomy and this has been recognized by the Federal Courts in several decisions. The State Board of Education, under our State law, cannot force county and city boards of education to accept grants of Federal funds nor, once Federal funds have been allocated to a qualifying county or city board of education, can the State Board of Education terminate or cut off such funds. The Supreme Court of North Carolina has so construed our laws dealing with public schools. In *Constantian v. Anson County*, 244 N.C. 221, 93 S.E. 2d 163, the Court said:

"Full responsibility for the administration of school affairs and the instruction of children within each administrative unit, including the assignment of pupils to particular schools, rests upon the school authorities of such units."

The above statement is quoted with approval in the case of *Covington v. Edwards*, 165 F. Supp. 957, aff'd 264 F.2d 780, and also in *Jeffers v. Whitley*, 165 F. Supp. 951, 309 F. 2d 621. In *Jeffers v. Whitley*, 165 F. Supp. p. 956, the Federal District Court said.

"The entire subject was exhaustively treated by Judge Johnson J. Hayes in the case of

Blue v. Durham Public School Dist., D.C.M.D. N.C., 1951, 95 F. Supp. 441, 443. In this case, the State Board of Education and the State Superintendent of Public Instruction, having been made parties defendant, filed a motion to dismiss on the general ground that they had no control over the furnishing of school facilities and owed no duties to the plaintiffs. In dismissing the action against the State officials, Judge Hayes, after reviewing the various school laws of North Carolina, and the powers vested in state and local officials said:

"It appears from the foregoing statutes that the State officials are given broad general powers over the public school system which must be construed in connection with statutes which confer specific authority on local officials. The decisions of the North Carolina Supreme Court have consistently upheld the powers of the local authorities. . . . The mere discretionary powers of the state officials are not to be controlled by injunctive power of the Court. It follows that the action against the state officials must be dismissed."

See also *Carson v. Warlick*, 238 F. 2d 724; *Holt v. Raleigh City Board of Education*, 164 F. Supp. 853, aff'd 265 F. 2d 95; *McKissick v. Durham City Board of Education*, 176 F. Supp. 3; *Coggins v. Board of Education of City of Durham*, 223 N.C. 763, 28 S.E. 2d 527. We could cite many other cases to support this proposition, but it is believed that the above citations are sufficient.

We do not believe that the legal situation can be enclosed in the words "policing compliance" but rather the legal situation, on the basis of State law, is one of advising and supervising local school units by virtue of the Regulation issued under Title VI of the Civil Rights Act of 1964, and also an inherent part of the power of the State Board of Education in the allocation of Federal funds. An examination of Section IV and subsections of Instructions to State Agencies regarding compliance with the Civil Rights Act of 1964, Title VI, nondiscrimination in Federally-assisted programs administered through the U. S. Office of Education, lead us to conclude that this is a co-operative plan between the State agency and the Department of Health, Education, and Welfare, and the State agency is only required to "take timely action as may be necessary and appropriate within the authority of the State agency" to correct discriminatory practices, etc. (Emphasis ours) We are of the opinion that the State Board of Education can carry out everything stated in Section IV of the Instructions to State agencies, which section is entitled: "Methods of Administration to Assure Compliance." We think that we must state that the State Board of Education does not have an authority on the basis of State law to force any county or city board of education to comply with the Federal Statute and Regulations but the State Board can investigate, receive complaints, make reports to the U. S. Office of

Education, advise local school units, review periodically the practices of local school units, and in fact do everything set forth in Section IV of Instructions to State Agencies except the limitation set forth above as to compulsive action. One approach that could be considered is for the State Board of Education to work out its own Regulations with the approval of HEW.

We conclude with a few tentative concepts on Title VI of the Civil Rights Act of 1964, having in mind the fact that the ultimate and final decisions on these matters are for the Federal administrative bodies and the Federal Courts. Section 601 of Title VI reads as follows:

"Sec. 601. No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The purpose of the above Section is also expressed in Sec. 80.1 of the Regulations and Sec. 80.3 gives a list of specific discriminatory actions but this list does not limit the generality expressed in the above quoted Section. So far as the public schools of a state are concerned the total and final objective is the administration of public schools on a nondiscriminatory and unsegregated basis. While HEW-441 is written in terms of futurity in order to express a continuous course of non-discriminatory action, no school unit should execute this form unless its present status is one of complete nondiscrimination and absence of any form of segregation. In lieu of this form such unit should submit for approval a plan for desegregation. No mere token or colorable compliance will be sufficient.

For those who cannot execute Form HEW-441 there are other methods of compliance. Section 80.4 (c) is as follows:

"The requirements of paragraph (a) or (b) of this section with respect to any elementary or secondary schools or school system shall be deemed to be satisfied if such school or school system (1) is subject to a final order of a court of the United States for the desegregation of such school or school system, and provides an assurance that it will comply with such order, including any future modification of such order, (2) submits a plan for the desegregation of such school or school system which the Commissioner of Education determines is adequate to accomplish the purposes of the Act and this part, and provides reasonable assurance that it will carry out such plan; in any case of continuing Federal financial assistance the Commissioner may reserve the right to redetermine, after such period as may be specified by him, the adequacy of the plan to accomplish the purposes of the Act and this part. In any case in which a final order of a court of the United States for the desegregation of such school or school system is entered after submission of such plan, such plan shall be revised to conform to such final order, including any future modification of such order."

(Continued on back page)

The Attorney General Rules . . .

(Continued from page 15)

In the Instructions to School Districts regarding compliance with Title VI of the Civil Rights Act of 1964, nondiscrimination in Federally-Assisted Programs, issued by HEW, there will be found on p. 2 the conditions required if a county or city board of education elects to apply under 80.4 (c) (2), and these five conditions should be carefully examined. All plans based on freedom of choice mean that there must be complete, voluntary freedom of choice with adequate notice of same. No forms of threats or any forms of intimidation, economic or otherwise, can be used to influence any decision of parents or guardians. All restrictions brought about by over-crowding of a facility must operate without regard to race, color or national origin. Adequate notice of voluntary choice must be given before the original assignment is made in the case of children first entering any school, and adequate notice of such choice must be given prior to the initial assignment for each school year.

Junior Historians Receive Awards for Three Projects

Presentation of three Junior Historian Awards was a feature of Culture Week, the first week in December, at Raleigh.

Secretary of State Thad Eure presented the awards. The annual competition is sponsored by the Tar Heel Junior Historical Association and the N. C. Literary and Historical Association.

In the arts division, the Gaston Spindles of Robinson School, Gastonia, won first place with a model illustrating their school's history. In the literary division, the group winner was the Stephen Cabarrus Club of Harrisburg, for its history of Cabarrus County. The individual literary award was presented to Betty Lou Howell of Seaboard High School at Seaboard, for her history of Northampton County.

Awards are plaques bearing the names of the winners. The Winning entries are placed on permanent exhibit in the Junior Historian Gallery of the Hall of History at Raleigh.

The members of the Office of the Attorney General of North Carolina did not promote or urge the passage of the Civil Rights Act of 1964 but the Congress did pass the Act. No county or city board of education in this State is required in mandatory fashion to accept any Federal funds to promote school programs but if the funds are accepted then the conditions must be complied with and administered in good faith and this means total and complete desegregation of all schools in the county or city school system. If the funds are not accepted then such manner of operation affords no protection because the Attorney General of the United States under Title IV of the Civil Rights Act of 1964 can institute legal proceedings to force the desegregation of any school or school system, and this is true whether the school unit receives Federal funds or not. In short, the whole Act contemplates total and complete desegregation of public schools whether Federal funds are received or not.

Neither the State Board of Education nor the county and city boards of education asked for this situation, but they must live with it and they will have to work with such clay as is handed to them. No form of token compliance, clever schemes, chicanery or subtle or sophisticated plans of avoidance—no matter how crafty or cunning—will in the end prevail. No devices or plans whether “ingenious or ingenuous” will constitute any legal defense to the mandates of this Federal statute.

Yours very truly,
T. W. BRUTON,
Attorney General
Ralph Moody,
Deputy Attorney General

NEA Issues Folder on Tours

“Windows on the World” is the title of a folder which describes in summary style more than 50 educational tours sponsored by the National Association's Division of Educational Travel.

In many instances, academic credit is available to participants on these tours. Copies of the folder, and a number of other folders describing various tours in greater detail, can be obtained from the Division of Educational Travel, National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

LOOKING BACK

In previous numbers of the North Carolina Public School Bulletin

Five Years Ago, 1960

William W. Peek joined the State Department of Public Instruction as statistician on Jan. 1, succeeding Henry C. West in the post. Peek was superintendent of Madison County Schools for 11 years. He is a native of Mars Hill.

Ten Years Ago, 1955

North Carolina's 28,576 State-allotted classroom teachers were paid an average annual salary of \$3,106.46 from State funds during 1953-54, according to a report based on the audit of expenditures from the State Nine Months School Fund for last year.

Five German and three Korean educators were recent visitors to the State Department of Public Instruction. The German educators are spending a month in five school systems; the Korean group made a two-day visit.

Fifteen Years Ago, 1950

A varied program of in-service training was carried on this fall for the 226 supervisors of instruction employed this year in accordance with legislation enacted by the 1949 General Assembly. A State Conference of Supervisors and Directors of Instruction is planned for March 7-8 at Raleigh.

Twenty Years Ago, 1945

More than half of the nation's schools do not plan to close on V-Day but will hold victory assemblies and proceed on a basis of “business as usual,” according to a survey report by the National Safety Council.

Twenty-Five Years Ago, 1940

As far as it has been possible to determine, 18 school administrative units in the State are providing a twelfth grade this year. Several more units have made provisions for adding twelfth grades.

NORTH CAROLINA
BULLETIN
SCHOOL
MISS MARJORIE BEAL
N. C. LIBRARY COMM.
RALEIGH N. C.



FEBRUARY, 1965

RALEIGH, NORTH CAROLINA

X, No. 6

Board Sets Up Procedures to Assure Compliance With Federal Regulation Under Civil Rights Act

North Carolina's school superintendents, local board of education members, and school board attorneys attended area meetings on Jan. 13 and 14 for briefing on requirements for obtaining federal funds under the Regulation established by the Department of Health, Education, and Welfare to effectuate Title VI of the Civil Rights Act of 1964.

The meeting for school officials from Eastern North Carolina was held at Raleigh on Jan. 14, and those from the Western area attended a session at Hickory the following day.

They heard discussions of various phases and implications of the new regulation by David Seeley, legal assistant to the U. S. Commissioner of Education; Dr. Charles F. Carroll, State Superintendent; Ralph Moody, the State's deputy attorney general; and J. E. Miller, assistant State superintendent. Tim Valentine, legal assistant to Governor Dan K. Moore, attended the meetings.

'Good Faith' Stressed

Seeley explained that the new regulation provides three alternatives for local school boards: to submit an "Assurance of Compliance"; to prepare and submit a plan for desegregation of schools; or, in the case of school units operating under a court order relating to school desegregation, to submit a copy of that order.

Both Seeley and Dr. Carroll stressed the phrase "good faith" in their remarks. "We continue to insist that everyone act in good faith," Dr. Carroll stated.

Seeley observed that "the burden is on the local school district to come up with its plan of desegregation." Plans that "were acceptable in 1964 probably will be no

longer acceptable in 1965," he said. The law does not require immediate desegregation, he added. "There was no desire to request the impossible."

State Board Action

At a special meeting on Feb. 11, the State Board of Education authorized execution of the "Statement of Compliance" with the federal regulation, including "Methods of Administration to Assure Compliance."

Basically, the plan for administration adopted by the Board—

- Establishes the office of the State Superintendent of Public Instruction as the one central clearinghouse for administering and processing all matters and all compliance documents involving all schools, community colleges, and other institutions, both public and non-public, receiving any Federal funds through the State Board of Education.

- Outlines the procedures to be followed by governing boards in preparing and transmitting compliance documents.

- Sets forth procedures for receiving, reviewing, and evaluating complaints of noncompliance.

To Provide Information

Among other things, the "Methods of Administration" require the State Superintendent of Public Instruction to do the following:

- Inform all persons administering or participating in all federally-subsidized programs of the requirements of the Civil Rights Act.

- Inform the public that all federal programs and services are to be administered on a nondiscriminatory basis and that reports of violation may be filed in his

(Continued on page 5)

Mooresville Unit Selected As Library Awards Finalist

The Mooresville school administrative unit was one of 10 school systems throughout the nation nominated as finalists in the 1965 Encyclopaedia Britannica School Library Awards competition.

In last year's competition, the Durham County school unit was presented the \$2,500 top award in the national competition. The awards are presented annually in recognition of significant progress in improving elementary school library programs.

Maurice B. Mitchell, president of Encyclopaedia Britannica, Inc., announced this year's winners on Feb. 13. The first place winner is the Dade County Public Schools, Miami, Fla. Two second-place winners were named—the New York City Public Schools and Wilson Elementary School District No. 7, Phoenix, Ariz. Each will receive a \$1,500 cash award. Bellevue, Washington, School District No. 405 won the third place award, \$1,000.

Commenting on the announcement of Mooresville's nomination as a finalist, Miss Cora Paul Bomar, State supervisor of Library and Instructional Material Services, expressed gratification that once again, the progress being made by a North Carolina school system in development of its elementary school libraries has been accorded national recognition.

The awards are presented annually during National Library Week (April 25 to May 1 this year). The 10 finalists are selected by a committee of the American Association of School Librarians, a division of the American Library Association and a department of the National Education Association.

Superintendent Carroll Says . . .

(Excerpts from a memorandum to County and City Superintendents dated Feb. 12, 1965)

At its meeting yesterday, the State Board of Education authorized execution of the "Statement of Compliance" with the Department of Health, Education, and Welfare Regulations under Title VI of the Civil Rights Act of 1964. Copies of this Statement, you will recall, were distributed and explained at the regional meetings January 13 and 14. As a part of its Statement of Compliance the Board also adapted yesterday the "Methods of Administration to Assure Compliance" in North Carolina. . . *

Since our January meetings interpreting the Civil Rights Act, many of you have shared with this office your tentative thinking with respect to the type of compliance document most appropriate for your administrative unit. . . In resolving this question the special publication (Number 1—January 1965) of the U. S. Commission on Civil Rights entitled "Summary of Rights Guaranteed by Title VI of the 1964" listed "specific discriminatory practices prohibited" under the Act. . . .

Condensed into a concise sentence relating primarily to schools and related agencies and programs, the rights as they bear upon pupils appear to mean this: No child shall be denied the right to attend a school of his choice because of his race, color, or national origin. In his Opinion of January 21, the Attorney General said it this way: "So far as the public schools of a state are concerned the total and final objective is the administration of public schools on a nondiscriminatory and unsegregated basis."

In achieving this objective, boards of education and other boards of control choosing to receive Federal financial assistance may qualify for such assistance in either of these ways:

1. The board of education or board of control can execute HEW Form 441 if at the time of execution it is the judgment of the board that it is complying fully with the requirement of nondiscrimination stated in Section 601 of the Civil Rights Act, to wit:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance."

To quote from the Opinion of the Attorney General (Mr. Moody writing), "No school unit should execute this Form (HEW Form 441) unless its present status is one of complete nondiscrimination and absence of any form of segregation."

2. A county or city board of education not in a position to give the assurance of full compliance with Section 601 of the Act through use of Form 441 may want to submit a plan which meets the minimum conditions set forth on Page 2 of "Instructions to School Districts Regarding Compliance with Title VI of the Civil Rights Act of 1964: Nondiscrimination in Federally Assisted Programs."

In reference to the five conditions enumerated in the cited reference, Deputy Attorney General Moody wrote as follows:

"All plans based on freedom of choice mean that there must be complete voluntary freedom of choice with adequate notice of same. No forms of threats or any forms of intimidation, economic, or otherwise, can be used to influence any decision of parents or guardians. All restrictions brought about by over-crowding of a facility must operate without regard to race, color, or national origin. Adequate notice of voluntary choice must be given before the original assignment is made in the case of children first entering any school, and adequate notice of such choice must be given prior to the initial assignment for each school year."

3. A county or city board of education operating in satisfactory compliance with a court order can submit a copy of the order in lieu of the aforementioned Form 441 or plan for desegregation and thus meet the immediate compliance requirements.

It is repeated that the key to the entire issue before us is the exercise of good faith. Quoting again from the Attorney General's Opinion "No county or city board of education in this State is required in mandatory fashion to accept any Federal funds to promote school programs but if the funds are accepted then the conditions must be complied with and administered in good faith and this means total and complete desegregation of all schools in the county or city school system."

As you, your board of education, and your board attorney consider the alternatives available, this office will be glad to advise you in terms of the experience which it is acquiring through associations with all of you.

* See related story, page 1.

After a lecture by the late Francis W. Parker, great Chicago educator, a woman asked, "How early can I begin the education of my child?" "When will your child be born?" "Born?" she gasped, "He is already five years old!" "My goodness, woman," he cried, "don't stand there talking to me—hurry home; you have lost the best five years." — Arnold Gesell

The . . . pressures to purchase sheepskin prestige for Tom, Dick and Harry have caused a campus stampede of frightening dimensions. . . It was John Gardner . . . who reminded us that we are not invested by divine right to enter college any more than we are to run a 4-minute mile. — Owen B. Kiernan

Foreign language study helps to make one's view of his own language more objective, thus cultivating linguistic sensitivity and building language power, which is the most universal of all educational objectives. . . Because of the human, intellectual and social links binding the world together . . . and because of derivation from common sources, our English language cannot be dissociated from the other great languages of the western world. — Edwin H. Zeydel

There's little need to worry about what will become of today's young people. They'll get old and worry about what will become of young people. — Billy Arthur

To discover our capacities as a people we shall not only require the employment of workers more skilled than ever before, but we shall need to involve ever greater numbers of students in the task of educating themselves. . . The more we employ ourselves in gainful learning, the less we need be anxious about unemployment in gainful occupations. Employment in learning not only furnishes us with the skills to meet the present, but it sharpens our wits to create and understand the unknown vocations and avocations that will enrich our lives in the future. — Franklin P. Hawkes

Developing The Arts Of How

Instructional aids and materials in and of themselves cannot bring about improvement of instruction. So, once again, this truism is of particular significance throughout North Carolina as funds from the expanded National Defense Education Act become available for English, reading, geography, history, civics, and library services.

All funds made available at the national and local level under the Title III of the NDEA are intended for the strengthening of instruction in specific, designated areas. Guidelines, cooperatively developed at the State and national level serve to assist administrators, teachers, and the State coordinator of NDEA in knowing what is allowable under the law when projects for the strengthening of instruction seem to need certain items. Fortunately, these guidelines are reevaluated each year in terms of widely diversified experiences in the State and in the Nation. Throughout the history of the NDEA, North Carolina has been recognized in Washington and among many of the states as having made highly intelligent and practical plans for the utilization of funds under Title III.

Yet, the crux of the situation, that of strengthening instruction, lies in individual communities where instructional aids and materials are used, misused, or not used at all. When used skillfully—with careful planning, with imagination, and with creativity—such aids can mean the difference between teaching which is mediocre and that which is outstanding. The fact is inescapable that the manner

in which teaching aids are used frequently determines the degree to which learning actually takes place.

Teachers know, for example, that diversity in techniques of teaching is desirable at every grade level, and that implementation of this concept demands diversity in teaching aids and materials. Teachers also know that there is almost no teaching aid which every single student needs at the same time. Aware of these basic facts, teachers and administrators should constantly plan and evaluate how instructional aids and materials may best be used in order that individuals and groups may move ahead with meaning and personal satisfaction.

Instructional aids and materials, whether available through NDEA funds or otherwise, are useful only as teachers know when and how to use them with individual effectiveness! To this end, well-planned efforts should be made throughout the State on the part of teachers, supervisors, and administrators to guarantee increasing skill among all instructional personnel in the art of how to use teaching aids and materials.

The all-important question still remains: By what spirit are our schools animated? Do they cultivate the higher faculties in the nature of childhood—its conscience, its benevolence, a reverence for whatever is true and sacred? Or are they only developing upon a grander scale, the lower instincts and selfish tendencies of the race?
— Horace Mann

Desirable Flexibility

Some words climb the ladder of respectability in a relatively short time; *flexibility*, as used by educators, is one of these words. At present, connotations which surround this word are almost entirely positive. They suggest the desirable aspects of *adaptability*, *differentiation*, and *compromise*; they suggest the ever-increasing efforts which schools are making to respect the differences which are significant in individuals. As a result, professional literature and professional planning are frequently focused on flexibility in schedule-making, flexibility in curriculum construction, flexibility in student assignments, flexibility in designs for teaching, and flexibility in approaches to evaluation.

For some, *flexibility* likely does not convey such a constellation of positive meanings; nevertheless, the concepts involved in desirable *flexibility* are those which forward looking educators are emphasizing at all levels of education. Recognition of individual emotional strengths, academic abilities, personal interests and ambitions, and the needs of society demands that school programs ever become more flexible, more adaptable, and more diversified. Emphasis on independent effort suggests more and more flexibility in curriculum making, in scheduling, in assignments, and in the area of evaluation. "Education for whatever comes"—further preparation at the college level, additional training at vocational institutions, or employment immediately after high school graduation — demands increasing flexibility if *all* American youth are to profit from their schooling.

So, whatever terminology pleases one most, there is a growing conviction that education, more and more, must become individually meaningful and personally productive. In order to attain this goal there is less and less reason to rely on programs which are rigid and stereotyped. The concept and application of desirable flexibility can be that which will give new life to American public education.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CHARLES F. CARROLL
State Supt. of Public Instruction

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J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN

February, 1965

FEBRUARY, NINETEEN HUNDRED AND SIXTY-FIVE

More Than 9,000 Tar Heel Elementary Teachers Enroll In New Math In-Service Course This Year

New approaches in the teaching of mathematics are on their way in, as baffled parents of elementary school children in several Tar Heel communities can attest.

One of the main phases in preparing for the introduction of the "new mathematics" in the public school curriculum is a massive in-service education program now under way.

More than one-third of the elementary teachers in the State—over 9,000 of them—will take part in the special classes before the end of the current school year, said Dr. J. P. Freeman, director of the Division of Professional Services, State Department of Public Instruction. The Division of Instructional Services is cooperating in the program.

New Orientation

"Sets and Systems," a non-credit course consisting of 15 half-hour lessons, is being presented by television to classes of teachers within the Channel 4 viewing area, and by film to those in other parts of the State. Altogether, 320 classes are scheduled in more than 100 administrative units, according to Dr. James Valsame, State supervisor of In-Service Education, who is coordinating the program.

Actually, Valsame explained, though the new method of introducing elementary school children to mathematical concepts is baffling at first to those schooled in traditional mathematics, which relies heavily on rote learning, the new approach is designed to lead pupils to a better understanding of the significance of numbers and the relationships of various mathematical principles and operations.

Tested Methods

Mathematicians have pointed out that the "new mathematics" is not so new, that most of the concepts involved were developed early in this century and before. What is being initiated is rather a new type of instruction, which will better prepare students for advanced courses in modern mathe-

matics. The newer instructional approach, already well-tested in many school systems throughout the country, makes it possible for students to advance much more rapidly in mathematics. It has proven its worth in motivating students to acquire understanding of meanings and relationships largely ignored or introduced much later in the traditional curriculum.

"Sets and Systems," Dr. Valsame explained, is a course designed to update and upgrade the mathematical knowledge of elementary teachers. It bridges the gap between traditional and modern approaches.

Project Staff

The course, intended primarily for television use, was prepared under the supervision of Dr. M. Virginia Biggy, director of the Center for Instructional Television, Eastern Educational Network, Cambridge, Mass., as a project under Title VII-B of the National Defense Education Act.

The teacher for the series of lessons is Mrs. Elizabeth Boisclair, specialist in mathematics for the elementary schools, and the content consultant for the course is Jane M. Hill, assistant director of mathematics, both with the District of Columbia public school system.

Coordinators Meet

Dr. Freeman said that the classes, with enrollments of 15 to 40, are held once a week after school hours. They are under the supervision of local coordinators selected by superintendents of the administrative units. Orientation and instruction for these coordinators were provided at State-level meetings held Sept. 1-2 and Dec. 4-5, for coordinators of fall and spring semester courses, respectively. These meetings were held at the University of North Carolina in Chapel Hill.

Dr. Biggy and Miss Hill were present at both meetings to explain the background and development of the course and to review the study guide. Mrs. Boisclair also

Davidson Voters Approve Community College Funds

Davidson County voters' overwhelming approval on Jan. 26 of local appropriations for conversion of the county's Industrial Education Center into a comprehensive community college paved the way for final approval of the proposed move by the State Board of Education on Feb. 4.

The vote was 4,833 to 1,388, with all but six of the county's 44 precincts going for the proposal to authorize the Davidson County Commissioners to appropriate, either from non-tax revenue or from a special tax levy not to exceed five cents per \$100 valuation, funds for support of the community college.

The college will be located at the site of the present IE Center on U. S. 29-70 and I-85, midway between Lexington and Thomasville.

In giving its final approval, the State Board commended "the people in the Davidson County area for their enthusiastic support" of the community college plans. "State capital and current expense funds for the conversion and operation of this institution are being requested from the 1965 General Assembly," the Board's statement noted.

participated in the December meeting.

Staff members of the State Department of Public Instruction who spoke at the coordinators' meetings were Nile Hunt, director of the Division of Instructional Services; Joe L. Cashwell, supervisor of Supervision and Curriculum; John R. B. Hawes, supervisor of Television Education, Dr. Freeman, and Dr. Valsame.

Other State staff members who helped plan the course were Miss Nedra Mitchell, Miss Marie Haigwood, Miss Madeline Tripp, and Homer Lassiter, supervisors of elementary education; Mrs. Tora Ladu, supervisor of foreign languages, and Robert Clary, then supervisor of mathematics education.

Civil Rights Act . . .

(Continued from page 1)

office or filed with the U. S. Commissioner of Education, or both.

- Inform the U. S. Commissioner of Education periodically of the status of compliance and non-compliance (including the disposition of complaints) within the State.

- Provide consultative service to boards of education in achieving compliance with the Civil Rights Act.

He is also required to confer with the State Attorney General on all legal and constitutional questions involved in complying with the Act, to report periodically to the State Board and to keep the Controller of the State Board of Education informed on the status of compliance of all school administrative units, agencies and institutions receiving federal assistance through the State Board.

Processing Complaints

The procedures for processing complaints of noncompliance require the State Superintendent, "upon receipt of a properly reported complaint. . . (to) forward to the governing board a copy of the complaint and request of the board a written reply to the charges."

The document further provides that "if the act of discrimination contained in the complaint appears to be inconsistent with the compliance document filed by the governing board, the State Superintendent shall advise with the board on procedures it might consider in relieving the alleged discrimination and certifying its plans for remedying the situation."

"A copy of the entire transaction shall be forwarded to the U. S. Commissioner of Education, the person submitting the complaint, the Attorney General, the governing board, and the State director involved," the document states.

Report on N. C. Teacher Merit Pay Study Slated For Distribution to Legislators in Early April

Findings and recommendations resulting from the North Carolina Teacher Merit Pay Study, now in the process of being printed, will be distributed to members of the 1965 General Assembly and other interested personnel early in April. This experiment, which was authorized by the 1961 General Assembly and continued by the 1963 body, has involved as pilot centers the city of Gastonia, Martin County, and Rowan County.

"In trying to identify superior teachers in each local administrative unit, it is hoped that the general quality of instruction throughout the school system will be improved," declared Dr. Joseph Johnston, director of the experimental study after Dr. Brank Profit's resignation to become superintendent of the Burlington city schools.

The report of the experiment has been prepared by Dr. Vester M. Mulholland, director of educational research for the State Department of Public Instruction, with assistance from local coordinators of the project.

In each pilot center, criteria for superior teaching were cooperatively developed during the first year of the experiment; and during the

next two years these were applied to teaching situations of those teachers who volunteered for classroom observations in terms of possible identification as outstanding teachers eligible for the \$500 merit increment available to all teachers who were adjudged superior by their principals and supervisors. The fourth year of the project, 1964-65, is being devoted, for the most part, to an evaluation of the three pilot studies.

The report of this \$400,000 experimental venture has been prepared in two major parts: Part One is a summary, both statistical and subjective, of the major aspects of the planning, organization, operation, and evaluation of each pilot program—along with a historical introduction concerning the concept of merit rating and a summary of the advantages and disadvantages of merit rating as viewed by professional writers and as expressed by representative professional organizations. Part Two is composed of detailed accounts of each of the three experiments.

"The summary of major observations and findings will reveal," said Dr. Mulholland, "that much has been learned through this professional experiment which should result in better instruction in the schools of North Carolina and the Nation."

Conference Dates Set

Dates for the 1965 Superintendents Conference, scheduled again for the campus of Mars Hill College, are July 27-30, State Superintendent Charles F. Carroll has announced.

"In establishing these dates at this time it is hoped that all superintendents will be able to participate in this annual assembly," said Dr. Carroll.

A planning committee for the purpose of receiving suggestions and formulating a program for the summer conference will be appointed in the near future, according to Assistant Superintendent J. Everette Miller.

Brown Assumes Presidency Of Transportation Group

C. C. Brown, director of the Division of Transportation, State Board of Education Controller's Office, is the new president of the Division of Pupil Transportation of the NEA's Department of Rural Education.

Brown assumed the presidency of the national organization at its annual meeting in Memphis, Tenn., succeeding John W. Heim of Prince Georges County, Maryland. Edward Baker of Atlanta County, Georgia, was named president-elect.

New Publication Offers Guidelines, Suggestions For Effective Activities Programs in Schools

Student Activities in North Carolina Public Schools, one of the few bulletins on this topic issued by state educational agencies in the United States, will be distributed to appropriate school personnel during March, according to Raymond K. Rhodes, director of School Athletics and Activities for the State Department of Public Instruction. The preparation of the

112-page bulletin (publication No. 375), liberally illustrated, was directed by Rhodes and Dr. Vester M. Mulholland, director of Educational Research.

Its subtitle reveals its overall objective, said Rhodes: "Guidelines for Teachers, Administrators, and Members of County and City Boards of Education."

The publication is developed through four major sections, the first of which deals with legal aspects of student activities. The following topics are discussed: "power to regulate extracurricular activities," "liability," "fees, charges, and solicitations," "funds raised by students," "operating within available funds," "activity buses," "married students," "teachers' extracurricular duties," and "student behavior."

Chapter Two is concerned with organization, administration, and supervision, dealing with such areas as "importance of interests and needs," "importance of coordination," "written school board policies," "school administrators' responsibilities," "necessity for supervision," "teacher load," "stimulating and controlling participation," "student activity funds," and "need for effective evaluation."

The third chapter deals with types of student activities and organizations, homeroom activities, prevocational or career clubs, and eight other broad groups.

In Chapter Four, "School Athletic Programs," the following areas are explored: "purposes and values," "athletics as part of physical education," "flexibility and variety in school athletics," and "administration of the regulations." This chapter also includes "Regulations Governing Athletics in the Public Schools" adopted by the State Board of Education in June 1962 and revised in 1954, 1957, 1962, and 1964.

The final chapter will also be reprinted as a separate publication, *Athletics in the Public Schools*, Rhodes said.

Language Consultant Named To National Committee Post

Mrs. Lee Sparkman, consultant in foreign languages for the State Department of Public Instruction, was appointed co-chairman of the FLES Committee of the American Association for Teachers of French early in January. The appointment, which was made by Professor Jacques Hardre', president of the AATF, is for the calendar year 1965. Miss Mary Ann Brown, foreign language consultant for the Chicago Board of Education, will work with Mrs. Sparkman as co-chairman.

"This national committee," according to Mrs. Sparkman, "is responsible for active encouragement of foreign languages in the elementary schools of the Nation." During the year, reports, information, and suggestions for initiating and/or improving foreign language in the elementary schools will be disseminated among all the states; and at the national AATF meeting next November in San Francisco special emphasis will be directed at one major phase of this program by this committee.

According to Mrs. Sparkman, elementary schools have passed the stage of experimentation relative to the value of foreign languages in these schools. Evidence is abundant as to the many positive values of foreign languages in these lower grades. "Research is needed," declared Mrs. Sparkman, "concerning the comparative value of a long sequence of experience with a foreign language as compared to short exposure in the lower grades. Though continuity in the foreign language program is the ideal toward which educators are striving, there is strong feeling among many teachers that satisfactory exposure to a foreign language for a short period, say a year or two in the elementary school, also has many positive values. This opinion, unsupported by sufficient research, should be the focus of further efforts by the national organization."

Community Colleges Staff Units Move to New Address

Thirty-four staff members of the Department of Community Colleges moved into newly renovated headquarters at 112 West Lane Street early in February. Eighteen of this number are employees in the Division of Vocational-Technician Programs; and 16, in the Curriculum Laboratory.

Dr. I. E. Ready, director of the Department of Community Colleges, and Ivan E. Valentine, assistant director, continue to occupy offices in the Education Building. Kenneth Oleson, assistant to Valentine, has moved to the Lane Street offices. Personnel for the Division of College Parallel Programs, under the direction of Dr. Gordon B. Pyle, and personnel for the Division of General Adult Education program, under Dr. Monroe C. Neff, are still located in the Education Building.

Personnel for the following programs are now located in the newly occupied offices: practical nurse education, fire service training, law enforcement training, apprentice training, hospitality training, business education, agriculture technology, and supervisory development training.

Also occupying the Lane Street offices are personnel for the Manpower Development Training Act and those for the Area Redevelopment Act, each of which organizations operates in close conjunction with the Department of Community Colleges.

10,000th High School Equivalency Certificate Presented to College Student at Board Meeting

Presentation of Certificate No. 10,000 to Stephen Ashley Wilder of Knightdale on Dec. 3 marked a milestone in the North Carolina High School Equivalency Program.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, presented the certificate to the young veteran and college student at the monthly meeting of the State Board of Education.

Also taking part in the ceremony was Cornelius Turner, Director of the Commission on Accreditation of Service Experiences, American Council on Education, which originated the Equivalency Certificate Program. A. B. Combs, former director, Division of Instructional Services, who was instrumental in establishing the program in North Carolina, witnessed the presentation.

Achievement Lauded

Turner extended congratulations to Wilder on behalf of his organization. "Earning such a certificate is not easy," he observed. "It requires hard work and perseverance to achieve a high school education through one's own efforts. An individual must have the vision to foresee the handicaps to be encountered in life today if he doesn't possess a high school credential. Further, he must have the ambition and desire to seek higher vocational and educational goals."

The Council official also expressed appreciation and thanks to the State Board of Education and Dr. Carroll for establishing the program. The need for this program, he pointed out, "is evidenced by the fact that the majority of adult American citizens have not graduated from high school."

Joined Army

Wilder, who is 21, is a native of Knightdale, the son of Mr. and Mrs. Ashley Wilder. His father, a merchant and farmer, was a local school committee chairman for some time and his mother

taught school before their marriage. The youth dropped out of school after completing the eleventh grade and enlisted in the Army.

Following his basic training, he was sent to Bad Kreuznach in Southern Germany. He promptly took advantage of the Army's educational program and scored high on the General Educational Development Tests in December 1960. While recuperating from severe injuries sustained in an accident, he continued his self-education by reading widely and became interested in psychology and sociology. He later attended classes of the University of Maryland overseas program and completed two courses.

Now in College

Following his discharge from the Army in May 1963, he qualified for a high school equivalency certificate on the basis of his record and GED test scores. He entered North Carolina State of the University of North Carolina in the fall of 1963 with the aid of a Veterans Administration scholarship. He is now majoring in sociology at N. C. State and plans to study law following his graduation in 1967.

Wilder is one of thousands of veterans who have earned high school equivalency certificates by passing the General Educational Development Tests. Thousands of other adults of all ages also have qualified for the certificates by taking the tests.

Scope of Program

The high school equivalency program was instituted in North Carolina in the early 1940's by the State Department of Public Instruction. Up to 1956, 750 such certificates were issued. Since then, the number has increased annually—1,402 certificates were issued in 1962-63 and 2,157 in 1963-64. In the United States in 1963, a total of 88,242 adults took the GED tests, which have been used in this State since August 1961.

Coats Agriculture Teacher Joins Staff as Supervisor

Murry O. Phillips, vocational agriculture teacher at Coats School in Harnett County since 1937, was named an agricultural education supervisor in the Division of Vocational Education, State Department of Public Instruction, in mid-January.

In announcing the appointment, A. G. Bullard, State supervisor of Vocational Agriculture, said that Phillips will have consultant and supervisory responsibilities for agricultural education in the public schools of Wake, Harnett, Johnston, Wayne, Wilson, and Greene counties. In addition, he will handle special assignments in the State Vocational Agriculture office.

During his tenure of more than two decades at the Coats School, Bullard stated, Phillips has "developed an outstanding program of agricultural education for youth and adults, and his outstanding competencies in audiovisual aids training are recognized by teachers and administrators in this area." Since 1952, Phillips has been editor of *Successful Farming's* monthly vocational agriculture teaching aids kit.

A native of Carthage, Miss., Phillips earned his B. S. degree in agricultural education from Mississippi State University and his M. S. degree from North Carolina State at Raleigh. He has done additional graduate work at N. C. State and East Carolina College.

During World War II, he saw action in North Africa and Italy, receiving several decorations and citations, including the Bronze Star, the Purple Heart, and the Presidential Unit Citation.

The GED tests were devised and developed by the Commission on Accreditation of Educational Services Experiences of the American Council on Education. Dr. Carroll was chairman of this commission for a year.

State School Facts

FEBRUARY, 1965

Proportion of Tar Heel High School Graduates Continuing Education Rose 11 Percent, 1956-64

The proportion of North Carolina high school graduates continuing their formal education after graduation increased by nearly 11 percent from 1956 to 1964, and the proportion of graduates entering college increased about 5 percent over the nine-year period.

These are among the significant facts disclosed by a comparison of the 1964 *Follow-Up Survey of North Carolina High School Graduates* with a similar survey conducted in 1956. The survey report, issued by the Statistical Services of the State Department of Public Instruction, is based on information furnished by local school administrative units.

Nine-Year Increase

The total number of high school graduates in 1964 was 53,106, an increase of 14,698, or 38.27 percent, over the 1956 total, 38,408.

Of the 53,106 high school graduates in 1964, 16,520, or 31.1 percent, were reported as enrolled in senior colleges; 3,110, or 5.8 percent, enrolled in junior colleges; 6,400, or 12.1 percent, enrolled in trade, business or nursing schools

or other such institutions; 2,154, or 4.1 percent entered military service; 16,079, or 30.3 percent, gainfully employed; and 8,843, or 16.6 percent, not accounted for.

Data Compared

Comparison of these figures with the 1956 survey statistics discloses the following noteworthy relationships:

The percentage of graduates continuing training and entering military service increased from 44.86 in 1956 to 53.07 in 1964.

The percentage of graduates entering military service decreased from 6.81 to 4.05 (the total number entering military service was 462 less than the 1956 total in this category).

The percentage of all graduates continuing training increased from 38.04 to 49.02, while the percentage of Negro graduates continuing training increased from 30.72 to 33.98.

The percentage of all graduates enrolled in trade, business or nursing schools or other such post-secondary institutions increased from 5.90 to 12.05, while the percentage of Negro graduates in this category increased from 4.23 to 7.18.

There was a slight increase in the percentage of white graduates

COMPARISON OF FOLLOW-UP DATA BY YEAR

	Total Graduates	Total Continuing Training	Military Service	Others
1956				
White	29,431	11,855	1,908	15,668
Negro	8,977	2,758	708	5,511
Total	38,408	14,613	2,616	21,179
1957				
White	29,278	12,356	1,874	15,048
Negro	9,303	3,071	511	5,721
Total	38,581	15,427	2,385	20,769
1958				
White	30,223	13,487	1,705	15,031
Negro	9,905	3,437	482	6,036
Total	40,128	16,924	2,187	21,067
1959				
White	32,441	14,468	1,678	16,295
Negro	10,513	3,503	372	6,698
Total	42,954	17,971	2,050	22,993
1960				
White	34,454	16,128	1,732	16,594
Negro	10,837	3,628	453	6,756
Total	45,291	19,756	2,185	23,350
1961				
White	38,676	19,148	1,908	17,620
Negro	11,511	3,958	527	7,026
Total	50,187	23,106	2,435	24,646
1962				
White	36,753	18,872	1,774	16,107
Negro	11,315	4,036	565	6,714
Total	48,068	22,908	2,339	22,821
1963				
White	36,524	18,844	1,682	15,998
Negro	11,956	3,988	635	7,333
Total	48,480	22,832	2,317	23,331
1964				
White	40,142	21,624	1,545	16,973
Negro	12,964	4,406	609	7,949
Total	53,106	26,030	2,154	24,922
Increase or Decrease from 1956 to 1964				
White	10,711	9,769	-363	1,305
Negro	3,987	1,643	-99	2,438
Total	14,698	11,417	-462	3,743

SUMMARY OF FOLLOW-UP SURVEY OF 1964 HIGH SCHOOL GRADUATES IN NORTH CAROLINA

	BOYS			GIRLS			TOTAL		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
Enrolled in Senior Colleges									
WHITE	6,830	35.41	6,314	30.28	13,144	32.74			
Countries	4,059	30.70	3,686	25.42	7,745	27.94			
Cities	2,771	45.69	2,628	41.37	5,399	43.48			
NEGRO	1,247	20.95	1,229	30.36	3,376	26.04			
Countries	698	17.25	1,293	27.23	1,991	22.64			
Cities	549	33.82	536	36.91	1,355	33.21			
TOTAL	8,077	32.00	8,443	30.30	16,520	31.11			

MFL Newsletter Describes

Summer Study Opportunities

Enrolled

Countries

7.28

929

6.82

1.891

visit foreign lands, according to the January issue of MFL Newsletter, issued by the Modern Foreign Languages staff of the State Department of Public Instruction.

The 21-page issue of the newsletter includes a list of NDEA summer institutes in this country, second-level NDEA institutes abroad, scholarships and fellowships and fellowships available for summer study abroad, conferences, and other educational and travel opportunities.

An editorial in the issue notes that about 500 of the 1,100 modern foreign languages teachers in the State "have not had any recent work toward improvement in proficiency in foreign languages and foreign language teaching," and presents a challenge to these teachers to take "some definite steps toward progress" in professional activities.

Two Newsletters Initiated

"The Pathfinder" and "Vo Ag News and Views" are the two newest newsletters to join the family of communications media designed to keep school personnel throughout the State informed on developments in specific areas of instruction and activities.

Directed respectively at teachers and others involved in the Introduction to Vocations and Vocational Agriculture programs, both publications are intended as two-way communications, according to their editors, Charles Jones and C. L. Keels. Contributions and comments by teachers are solicited.

These comparisons indicate that the greatest proportionate increase in the several categories over the nine-year period was in the percentage of graduates continuing their education in trade, business, and nursing schools and other such post-secondary institutions.

Size of Class

Another important fact underlined in the 1964 survey is the positive correlation between the number of students in the graduating class and the percentage enrolling in junior and senior colleges.

In classes of over 100 graduates, the percentage of white students enrolling in senior colleges was 38.82, the percentage of Negro students, 35.23.

In classes of under 100 graduates, the percentage of white students enrolled in senior colleges was 23.62, the percentage of Negro students, 22.70.

The difference between classes of over 100 graduates and those under 100 graduates in percentage enrolling in senior college was 15.09, while the difference between all white and all Negro graduates in percentage entering senior college was 6.70.

Ranking of Units

In the 1964 survey, 13 of the State's 171 administrative units reported more than 50 percent of their graduates enrolled in senior colleges; another 12 units reported more than 50 percent enrolled in junior and senior colleges; and 11 units reported more than 20 percent enrolled in trade, business or nursing schools, etc.

Greenville, with 226 graduates,

topped the list in the percentage of graduates continuing their education (85 percent), including 73

percent enrolled in senior colleges (80 percent of its Negro graduates); 4.9 percent enrolled in junior colleges, and 7.1 percent enrolled in trade, business, and nursing schools, etc.

Fayetteville ranked second, with 75.8 percent of its 609 graduates continuing training, including 58.4 enrolled in senior college, (58.5 percent of its Negro graduates); 2.8 in junior colleges, and 14.6 in trade, business or nursing schools, etc.

Over 50 Percent

Other units reporting 50 percent or more enrolled in senior colleges, in order of percentage rank, were Chapel Hill, New Hanover, Raleigh, Greensboro, Durham City, Southern Pines, Salisbury,

Kinston, Hendersonville, Asheville,
and Pinehurst.

The 10 units reporting the highest percentages of graduates enrolled in junior and senior colleges ranked as follows: Greenville-Hendersonville, Chapel Hill, Elizabeth City, Fayetteville, Raleigh, Salisbury, Kinston, Gastonia, and Durham City. Other units with more than 50 percent enrolled in junior and senior colleges were Statesville, Hickory, Rocky Mount, Concord, Lincolnton, Monroe, Wilson City, Asheboro, Cherryville, and Shelby.

The 10 units reporting the highest percentages enrolled in trade, business, and nursing schools, etc., were Swain (26.0), Davidson (25.4), Pasquotank (23.3), Weldon, North Wilkesboro, Albemarle, Granville, Canton, Lee, and Buncombe.

Trade and Business Schools, Nursing, etc.	Cities	542	8,94	1,010	16,90	1,552	12,50
	NEGRO Counties	326	5,48	605	8,63	931	7,18
	Cities	242	5,98	399	8,40	641	7,29
	TOTAL	84	4,41	206	9,09	290	6,36
	TOTAL	2,386	9,45	4,014	14,40	6,400	12,05
In Military Service	WHITE	1,476	7,65	69	0,33	1,545	3,85
	Counties	999	7,56	47	0,32	1,046	3,77
	Cities	477	7,86	22	0,35	499	4,02
	NEGRO	589	9,02	20	0,29	609	4,70
	Counties	365	9,90	16	0,34	381	4,33
	Cities	224	11,76	4	0,18	228	5,47
	TOTAL	2,065	8,18	89	0,32	2,154	4,05
Number Gainfully Employed	WHITE	5,829	30,22	5,424	26,01	11,253	28,03
	Counties	4,502	34,05	4,216	29,07	8,718	31,44
	Cities	1,327	21,88	1,208	19,02	2,535	20,42
	NEGRO	2,556	42,95	2,270	32,37	4,826	37,23
	Counties	1,853	45,80	1,603	33,76	3,456	39,30
	Cities	703	36,90	667	29,45	1,370	32,85
	TOTAL	8,385	33,22	7,694	27,61	16,079	30,28
Total Accounted for		22,465	89,01	21,798	75,22	44,263	83,35
Total not Accounted for	WHITE	1,587	8,24	4,133	19,81	5,720	14,26
	Counties	1,182	8,93	3,226	22,24	4,408	15,90
	Cities	405	6,68	907	14,28	1,312	10,56
	NEGRO	1,186	19,93	1,937	27,61	3,123	24,09
	Counties	866	21,41	1,420	25,91	2,286	25,99
	Cities	320	16,80	517	22,82	837	20,07
	TOTAL	2,773	10,99	6,070	21,78	8,843	16,65
GRAND TOTAL		25,238	100,00%	27,868	100,00%	53,106	100,00%

topped the list in the percentage of graduates continuing their education (85 percent), including 73 percent enrolled in senior colleges (80 percent of its Negro graduates); 4.9 percent enrolled in junior colleges, and 7.1 percent enrolled in trade, business, and nursing schools, etc.

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More Than 150,000 N. C. Students Have Attended Performances by Professional Dramatics Groups

Since the first Statewide tour of Theatre-In-Education, Inc., in 1962-63, approximately 150,000 students have witnessed scenes from Shakespeare as produced by professional actors, under the management of Miss Lyn Ely of New York City. This year's tour included 60 schools, as has been the case in 1962-63 and in 1963-64; and was concluded February 26 with performances in Weldon and Roanoke Rapids.

During the three tours, financed by the State Board of Education (in 1962-63 by the Old Dominion Foundation also), performances have been given in 42 city administrative and in 35 county administrative units. In 41 of these 77 units, performances were arranged for one season; in 23 units, for two seasons; and in 13 units, for three seasons.

Tours have been scheduled and detailed arrangements made for performances by Mrs. Joan P. Newman during 1964-65 and by Dr. Vester M. Mulholland and Gareth Annas in 1962-63 and in 1963-64. "Every effort has been made," declared Mrs. Newman, "to visit as many different schools in as many different administrative units as possible during each

N. C. Art Education Group Plans Workshop-Conference

The North Carolina Art Education Association will hold its first annual workshop-conference March 26-27 on the campus of the University of North Carolina at Greensboro, according to the Winter issue of "North Carolina Art Education," a newsletter issue by Perry Kelly, State supervisor.

It is anticipated that about 200 art teachers and supervisors from North Carolina schools and colleges will attend the meeting. Demonstrations, speakers, films, and exhibits will be among the program features.

annual tour; yet requirements relative to stage and auditorium facilities plus the necessity for visiting two schools each day have, at times, prevented our visiting as many different schools as would have pleased us."

Scenes from Shakespeare which students throughout the State have been privileged to witness follow:

- 1962-63 *Julius Caesar, Romeo and Juliet, and Twelfth Night*
- 1963-64 *Henry V, Taming of the Shrew, and Hamlet*
- 1964-65 *Twelfth Night and Julius Caesar*

For the past two years "The Vagabond Players" of the Flat Rock Playhouse in Flat Rock, North Carolina, under the direction of Robroy Farquhar, have presented the drama, *The World of Carl Sandburg*, to students in 73 administrative units—37 city units and 36 county units—to approximately 100,000 students. During the second tour of the Vagabond Players, only eight administrative units in which performances had been given previously were revisited. "This," Mrs. Newman, who planned these tours, explained, "is in keeping with State Department of Public Instruction policy of visiting as many different schools as possible." Mrs. Newman stated that the Vagabond Players had visited 13 administrative units which had not been visited by Theatre-In-Education, Inc. on any one of its three tours.

This project was also financed by the State Board of Education.

"Each project has been highly successful," according to Mrs. Newman and Dr. Mulholland, "Students, for the most part, have been well-prepared for these professional performances; and almost invariably enthusiasm for this educational venture has been keen. Administrators, teachers, and students recognize that this approach to quality education pays rich dividends."

Chapel Hill Teacher Named Social Studies Supervisor

John Ellington, a teacher in the Chapel Hill high school for the past seven years, joined the State Department of Public Instruction, February 15, as supervisor in the area of social studies at the secondary level.

Ellington is a native of Gaston County and a graduate of Albemarle high school. Before completing his A. B. degree at the University of North Carolina in Chapel Hill, he attended Mars Hill College for two years. Ellington also has completed his M. Ed. degree at UNC and is currently pursuing additional graduate courses.

"In view of Ellington's preparation and successful teaching experience, the Department, in behalf of all social studies teachers, welcomes him to the State staff," declared Joe L. Cashwell, supervisor of supervision and curriculum.

Perry Kelly Named Member Of State Art Advisory Body

Perry Kelly, art supervisor for the State of North Carolina, was recently selected to serve a two-year term on the advisory council of the North Carolina Art Society, whose chief objective is the encouragement of the visual arts throughout the State. Kelly's chief interest is the improvement of art education in the public schools of North Carolina.

The Society, of which Mrs. George Paschall is president, has recently received national acclaim in view of the art kit developed by the Society. The kit contains 300 art slides with accompanying lecture notes, and was conceived in terms of use—primarily in public schools and colleges.

The Society is also interested in the growth and services of the North Carolina Museum of Art and sponsors lectures on art appreciation for teachers and other interested personnel.

Four Foreign Educators Share Their Impressions After Five-Week Visits In Tar Heel Communities

Four educators from India, Nepal, the Netherlands, and Bolivia spent five weeks in North Carolina in January and early February, each visiting a local school administrative unit. Three of them returned to Raleigh to share their reactions, impressions and evaluations with staff members of the State Department of Public Instruction.

Participants in the 1964 International Teacher Development Program, they visited the State primarily for the purposes of observing local schools in operation and to gain familiarity with community life. During the fall and winter, they had taken part in a three-week orientation program at Washington, D. C., in three months of seminars at the University of Arizona, and in tours of the United States.

Nature of Program

The program is administered by the U. S. Office of Education in cooperation with the State Department, under provisions of the Mutual Education and Cultural Exchange Act of 1961. About 700 educators from 76 countries are taking part in the program this year, and more than a score of colleges and universities are cooperating.

Dr. William M. Hennis, consultant in guidance, was coordinator for the group's North Carolina visit. Local coordinators made arrangements for housing the foreign guests, scheduling their activities in the school systems, and helping them become acquainted with various phases of community life.

Varied Backgrounds

The three who returned to Raleigh to confer with State staff members on Feb. 12 were Mrs. Kala Wati Gurung, a teacher of home economics, history, and English in Madan Memorial Girls' High School at Patan, Nepal; German Palacios Cors, who teaches

philosophy to 300 students at the Moreno High School in Sucre, Bolivia; and Jan Schipper, a teacher of chemistry and assistant principal of the Christian Lyceum in Haarlem, the Netherlands. They visited the Asheville, Charlotte-Mecklenburg, and Greensboro units, respectively.

Mrs. Gheeta Ghosh, the fourth visitor, who teaches English, history, and is guidance counselor in Kamala Girls' School, Calcutta, India, and who visited the Chapel Hill schools, had returned to Washington to take part in a special program.

Mrs. Gurung, Palacios, and Schipper all stated that they were much impressed by the facilities, staffs and students of the schools they visited, and by the general quality of programs in their main areas of interest.

Mrs. Gurung was particularly impressed with the facilities and equipment for home economics classes, with the extensive use of audiovisual aids, and with the attention given to the needs of the mentally retarded and physically handicapped.

Different Orientation

Palacios and Schipper observed that the main orientation in education in the public schools of this country seems to be towards preparing the students for "life", particularly for their responsibilities as citizens. European schools, generally, have only recently begun placing much emphasis on preparation for citizenship, Schipper said. He noted that the trend in American schools seems to be toward the European emphasis on specific subject-matter areas, and the trend in European schools toward the American emphasis on citizenship preparation and guidance for vocations. Guidance and counseling programs are very new in his country, Schipper said, and they are restricted to vocational guidance, with counseling on personal problems being left up to principals.

CAPSULE COMMENT

"It seems there are two main reasons why young people attend college," Dean Whipple observed wryly. "Either because their parents attended college, or because they didn't."

Both Palacios and Schippers observed that counselors in the schools they visited spent much time with clerical work and other matters which might just as well have been done by other school personnel.

Students' Attitudes

In response to questions from staff members, all three agreed that they thought discipline and student-faculty relationships could stand improvement in some respects. Mrs. Gurung said that in some instances, students did not seem properly respectful of teachers and did not seem to appreciate their educational advantages sufficiently. Palacios and Schipper were impressed with the abilities and maturity of the students, generally, and their effective participation in group activities such as student councils.

Schipper expressed doubt as to whether it would be possible to provide adequate comprehensive programs in the smaller high schools, though he found the quality of vocational education and programs for the gifted and others with special needs in the larger high schools to be of high quality.

Palacios observed that there seemed, generally, to be a need to develop critical and responsible thinking on the part of students, with regard to controversial issues, basic philosophical questions, and ethical principles.

There was also some comment about the need for more men teachers, coupled with the suggestion that it would perhaps be worthwhile to devote some of the funds used for facilities and equipment to increasing salaries, if this would induce more men to become public school teachers.

New Courses in Vocational Agriculture Drawing Enthusiastic Response, Increased Enrollment

Most of the high schools in North Carolina are redesigning their vocational agriculture programs in line with the new pattern of courses adopted this year, according to a survey report issued by A. G. Bullard, State supervisor of vocational agriculture.

"The new offerings have attracted a total of 42,011 students this year, an increase of 1,834 over the 1963-64 school year," Bullard stated. "The enthusiasm with which the new program of studies has been received by local administrators and by local teachers of vocational agriculture has been very encouraging."

More Diversified

For many years, four agriculture courses have been offered in the State's public high schools: Agriculture I, II, III and IV. After three years of intensive study, the program of studies was redesigned in 1964 to provide a more diversified offering of courses consistent with the broader objectives assigned to vocational education in agriculture.

The new program of studies emphasizes choosing and planning for an occupation in agriculture—whether in farming itself or in industry, business, governmental agencies, or other organizations related to agriculture. It also stresses the application of plant

science, soil science, animal science, farm management, agricultural mechanization, and agricultural leadership, Bullard explained.

Local Selection

Local schools design their curricula by choosing from the pattern of approved courses. The new list of courses, the number of schools offering each, and the total enrollment in each, is shown in the following table.

Commenting on the progress toward implementation of the new program of studies, Bullard observed that in many localities, shortage of adequate teaching equipment and teaching aids are a deterrent to more rapid changes in the instructional program.

"State aid for these essential tools of teaching appears to be on the horizon," he said. "Such aid should motivate local schools to update and upgrade their teaching equipment and teaching aids, thereby helping teacher to move more rapidly with necessary curricular adjustments."

In addition to the courses for high school students, a comprehensive program of short courses (10 to 40 hours in length) is offered to adults. This program includes a wide range of courses designed to meet the needs and interests of adults in the community.

Course Number	Course Title	Number Schools	Total Enrollment
701	Introduction to Agricultural Occupations	494	16,016
702	Agricultural Science and Mechanics	490	11,687
703	Agricultural Production	369	6,529
704	Agricultural Management	237	3,633
705.1	Agricultural Construction	68	1,154
705.2	Agricultural Machinery and Equipment	84	1,663
705.3	General Horticulture	25	459
705.4	Ornamental Horticulture and Landscaping	20	338
705.5	Forestry	6	117
705.6	Crop and Soil Technology	17	294
705.7	Livestock and Poultry Technology	14	227
705.8	Agricultural Chemicals	3	63
705.9	Agricultural Business Operation & Management	11	136
	Other Agricultural Courses	9	270

Junior High Principals Set Annual Conference at UNC

"How to Meet the Needs of Junior High School Students" will be the theme of the Eighth Annual North Carolina Junior High School Principals' Conference to be held April 6-7 at the University of North Carolina, Chapel Hill.

Professor Morrell J. Clute of the Department of Education, Wayne State University, Detroit, Mich., will be the speaker at the banquet and general session on April 6. Dr. John C. Otts, professor of education at UNC, will address the group at the closing luncheon session the following day.

B. V. Smawley, principal of Mooresville Junior High School will preside at the opening session as chairman of the conference, which is sponsored by the Junior High School Principals of North Carolina, the State Department of Public Instruction, and the UNC School of Education.

Staff members of the State Department of Public Instruction will present a report on the status of the State's junior high schools at the opening general session, following greetings by Dr. Arnold Perry, Dean of the UNC School of Education.

Presiding at the discussion sessions will be Lester Ridenhour, principal of the Burlington Junior High School; Harry Rogers, principal of Wray Junior High School, Gastonia; Harry Howard, principal, Goldsboro Junior High School, and O. F. Hudson, principal, A. J. Griffin Junior High School, High Point.

Larry Cheek, principal of Sunset Park Junior High, Wilmington, will preside at the banquet session, and J. M. Schooler, principal of James E. Shepard Junior High, Durham, will preside at the second general sessions.

If you have a boy who just can't learn in your class, don't despair. He may be a late bloomer. It has now come out that Dr. Wernher von Braun, the missile and satellite expert, flunked math and physics in his early teens.

—Mississippi Education Advance

State Survey Shows Summer High School Programs Expanding Rapidly, Becoming More Diversified

An extended school term was a reality and opportunity for more than 17,500 high school students in 89 administrative units throughout North Carolina in 1964.

A survey conducted by the Division of Instructional Services, State Department of Public Instruction, indicates that summer high school programs are expanding rapidly, both in the number of schools operating such programs and in the scope of course offerings.

New Booklet Gives Pointers On Television Appearances

Valuable tips for educators called upon to appear on television are contained in a concise booklet, "Educator on View," prepared by John R. B. Hawes, Jr., State supervisor of Television Education.

Among the subjects discussed are getting ready for a TV appearance, steps in programs planning, graphic materials, rehearsals, dress and makeup, speech and presence, and "what the expect in the studio."

Hawes notes that educator are more and more frequently being called upon to appear on television, and that a knowledge of the points included in the booklet will do much to insure confidence and to make for smooth operations in the studio.

Freedom and the survival of a democratic society depend . . . on increasing the understanding and the productive skill of youth . . . and on increasing provisions for the development of the total and wholesome personality of every youth to the highest limits of his or her individual aptitudes and personal aspirations. In a democracy the education of youth to the limit of his capacity to play his rightful part cannot safely be limited to the financially affluent or the most intellectually endowed. — Frank P. Graham

All 89 units enrolled students in make-up course work, and 74 units enrolled students in new courses, the survey report states. Of the 17,585 students enrolled, 12,395 were taking make-up courses and 5,190 new courses.

Largest Enrollments

Three years ago, most summer high school programs were limited to make-up courses in the areas of English, mathematics, science, and social studies, but in 1964, courses were offered in almost all areas of instruction.

Largest enrollments were reported for make-up courses in English—2,433 for English III, 2,120 for English II, and 1,516 for English I. Make-up courses in Algebra I had the fourth largest enrollment—1,169. Enrollment in United States History make-up and new courses was nearly equal—816 and 815, respectively.

Typing was the new course with the second largest enrollment—585, as compared with 204 in the make-up Typing courses. Enrollment in new World History courses was 454, in make-up courses, 390. Other courses with relatively heavy enrollments were Algebra II and Biology.

Recommendations

In view of the "magnitude of the summer school program now in operation," the Division's report recommends that county and city boards of education "develop policies covering summer school operations (where no such policies exist) in accordance with the guidelines adopted by the State Board of Education.

"These policies should cover the amount of fees to be charged, the collection and disbursement of fee money, salaries to be paid, and the conditions under which students are eligible for summer school attendance," the report advises.

An estimated \$641,694 was collected in fees for summer school courses, the report notes, ranging from \$15 to \$60 per unit of work.

Administrative Institute For New Principals Slated

Dean Arnold Perry of the University of North Carolina's School of Education has announced that the annual Administrative Institute for Beginning Elementary School Principals will be conducted from July 19 through Aug. 6 on the Chapel Hill campus.

Only persons who have served as an elementary or union school principal no longer than one year or who have selected to begin work as a principal in September 1965 are eligible for admission. Qualified graduate students who complete the program successfully will receive three semester hours of graduate credit.

Further information and admission blanks can be obtained by writing Dr. Arnold Perry, Dean of the School of Education, University of North Carolina, Chapel Hill. July 12 is the deadline for registration.

Summer Jobs, Opportunities Listed in Two Directories

The 1965 editions of two annual publications of The Advancement and Placement Institute, recently issued, contain a wealth of information about summer jobs for college students, teachers, professors, librarians, and others, and summertime jobs and worthwhile activities for teenagers.

The *Summer Job Directory* can be obtained from bookstores or directly from the Advancement and Placement Institute, 161 North 9th St., Brooklyn, N. Y. 11211, for \$5 a copy. *Summer Opportunities for Teenagers* is available from the same sources at \$3 a copy.

Opportunities to teach in foreign lands are listed and described in the annual International Issue of the Institute's monthly non-free placement journal, *Crusade for Education*, available from the Institute at \$3 a copy.

Definition: A coordinator is a guy who has a desk between two expeditors. — M. D. Baughman, *Educator's Handbook*

Introduction to Vocations Course Affords Aid To Students in Self-Appraisal, Career Planning

In 1963, the General Assembly enacted legislation providing funds for the initiation of an experimental program in vocational education, one phase of which was the development of an occupational orientation and exploration course at the ninth-grade level.

This course, Introduction to Vocations, was offered in 45 schools throughout the State during 1963-64, with 1,750 students enrolled. At workshops and conferences during the summer of 1964, the teachers of the I. V. courses cooperated with State staff members and consultants in developing and refining the course.

Favorable Reaction

This year, it is being offered at 93 schools in 58 administrative units, with almost 5,000 students enrolled. In 33 of these schools, there is correlation of instruction between the I. V., English, mathematics and science courses.

Students, parents, and school administrators have generally reacted very favorably to the new course and urged its continuation and expansion, said Dr. Joe Clary, State supervisor of the I. V. program. Plans call for introduction of the course in more schools next year.

Course Objectives

The overall objective of the course, said Dr. Clary, is "to help students develop planfulness regarding their occupational futures." The teaching objectives are stated as follows:

- To help students understand the basic processes of production, processing, and distribution in the American work economy and the importance of human relations and ingenuity in these processes.

- To help students gain a first-hand knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the North Carolina world of work.

- To help students learn to appraise their own interests, aptitudes, personalities, and skills in relation to a variety of vocational opportunities.

The course is divided into the following major areas or units:

- Relating Our Economic System to Occupations and to Us
- Exploring Manual and Mechanical Occupations
- Exploring Clerical, Sales, and Service Occupations
- Exploring Professional and Technical Occupations
- Evaluating and Planning Ahead

At present, teachers of Introductions to Vocations must be able to be certified in some area of vocational education or in guidance. In addition, they are required to attend a two-week workshop in Introduction to Vocations before they are given approval to teach the course.

Newspaper Salutes Chapel Hill School Principal

Miss May Marshbanks, principal of Chapel Hill High School, was saluted by the *Raleigh News and Observer* as "Tar Heel of the Week" in a Sunday, Nov. 15 feature article written by Kate Blackwell.

The only woman principal of a public senior high school in North Carolina, Miss Marshbanks believes there is room for a lot more women in the professions, including school administration, the article stated. She also thinks high schools need more men as teachers and administrators.

During six years she has headed the staff of the Chapel Hill High School, (9 men and 25 women), the school's curriculum has become more comprehensive, with the addition of courses in world literature and writing, an experimental pretechnical program with on-the-job training for students in health occupations, a distributive education program, and an industrial cooperative training program. The school's present enrollment is 658, and in September 1966, a new Chapel Hill High School will open its doors to 1,200 students.

Miss Marshbanks attended Campbell College at Buies Creek. Her father, B. T. Marshbanks, was vice-

Scholars Program Announced

President Lyndon B. Johnson announced the second annual Presidential Scholars Program in a White House news release on Dec. 15.

Two Presidential Scholars will be named from each state, the District of Columbia, Puerto Rico, and from Americans living abroad, and an additional 15 will be designated at large, the announcement stated. In 1964, 64 boys and 57 girls were named Presidential Scholars.

The scholars are named by the President on the recommendation of an independent commission headed by Dr. Milton S. Eisenhower. No applications by students or schools are accepted. The commission relies upon information provided by all the principal scholarship agencies in the country.

president of the institution and taught mathematics, and her mother also was a teacher, but she herself did not expect to become a teacher. Music was her main interest, and after her graduation from Meredith College in Raleigh, she studied organ there for another year.

She began her teaching career as a fifth grade music teacher at Boone Trail School in Harnett County and later became music supervisor in the Canton schools. In 1947, she began her graduate studies at the University of North Carolina, earning an M. A. degree. She joined the staff of the high school as a mathematics teacher in 1949.

For several years, she was organist and choir director at the University Methodist Church in Chapel Hill. She also was contralto soloist at the Presbyterian Church and with the University Choral Club, and she had a leading role in an opera produced by the UNC Music Department.

Though her duties as principal have required that she give up her musical activities, she enjoys horseback riding and gardening as her chief leisure pastimes.

Ceremonies at Gaston College Mark Dedication, Inauguration of Benson as Its First President

Gaston College, newest of the State's publicly-supported comprehensive community colleges, was dedicated by Governor Terry Sanford on Dec. 6 in a dual ceremony in which Dr. C. Robert Benson was inaugurated as its president.

(Following the college ceremonies, the Governor dedicated the new \$106,000 Gaston Children's Center about a mile from the college campus. About 80 mentally retarded children are now enrolled at the center.)

Just a few days before, the college moved into its \$1 million plant on the campus near Dallas on U. S. 321. It opened this fall in temporary quarters at Gastonia with 692 students enrolled and a faculty of 29.

Expansion Plans

Even before the two modernistic buildings were occupied, plans were made for a \$2 million expansion — three buildings, providing enough total space to accommodate 2,000 students. The first of the additional buildings, a \$1 million structure, will house Gaston Technical Institute and the Gastonia Industrial Education Center, which are slated to merge administratively with the new college on July 1. Plans call for both institutions to be relocated on the campus during the summer of 1966.

In his address, Governor Sanford termed the new institution "a showcase of how the local, State and federal governments, working together, can make a better county, a better State, and a better nation."

'Lanes to Future'

Recalling the dedication of a segment of highway in the vicinity a year before, Sanford declared, "Gaston College is a much more important road. I-85 has only four lanes, but Gaston College has hundreds of lanes leading to the future."

Among the educators taking part in the ceremony were Dr. Theodore Wilson, dean of the new

college; Dr. I. E. Ready, director of the Department of Community Colleges; Dr. William C. Archie, director of the State Board of Higher Education; Dr. Bonnie Cone, president of Charlotte College, and Dr. William C. Friday, president of the Consolidated University of North Carolina, who is a native of Dallas.

Career in Education

Dr. Benson assumed the presidency of Gaston College 20 months prior to his inauguration. He was president of the College of The Albemarle at Elizabeth City, one of the first community colleges in the State, for about two years before accepting the Gaston post. Prior to that, he was professor of education, acting chairman of the English Department, and dean of students at Elon College during a four-year period.

He graduated from Catawba College in his home town, Salisbury, and earned his master's and Ph.D. degrees at the University of North Carolina. At Catawba in 1940, he was fullback on the football team and led the North State Conference in scoring (60 points). He served in the Navy during World War II, taking part in the D-Day landing operations on the Normandy coast.

Before joining the Elon College faculty, he had several years' experience in public school work, as teacher and coach at Burlington High School and Graham High School, and as principal of a school in Winston-Salem.

Activities Cited

Dr. Benson was saluted as "Piedmont Personality of the Week" in a Sunday feature article by Lyle Edwards in the *Gastonia Gazette* in Sept. 20. The article cited his strenuous and tireless efforts in shaping up the new college. "This is a never-ending job. You live with it day and night," he told the writer, but he manages to save a few hours a week to spend with his family and for his favorite recreations, tennis, golf and swimming. He is also a ruling elder of

Commission Issues Warning On 'Civil Service Schools'

It is not necessary to take a course with any "so-called civil-service school" in order to compete in any of the examinations for Federal Government positions conducted by the U. S. Civil Service Commission, and the Commission recommends no schools, or "civil-service courses."

Numerous complaints regarding the activities of so-called civil-service schools, some of which give the impression that they are connected with the government, have prompted the Civil Service Commission to issue a special notice disclaiming any connection with such schools or courses.

The notice stresses the fact that merit may be obtained, without cost, information about examinations for positions in the Federal Government may be obtained, without cost, from the civil service representative at many post offices or from the U. S. Civil Service Commission, Washington 25, D. C.

An adult asks questions because he wants to do something with the answers; children ask questions and want to know just because they want to know.

—M. Dale Baughman

Criticism is the one thing most of us think is more blessed to give than to receive. — *Society of Automotive Engineers Journal*

Many a child has grown up to be fairly level-headed because his parents couldn't find the guidance book they were looking for. — Raymond Duncan

the First Presbyterian Church in Gastonia and has served on boards of elders in three churches over 10 years.

The Bensons have six children—four boys and two girls—all of whom intend to begin their college educations at a progressive, two-year community college in Gaston County.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1960

Superintendent Charles F. Carroll and Dr. J. P. Freeman, director of the Division of Professional Services, have been appointed by Gov. Luther Hodges as delegates to the 1960 White House Conference on Children and Youth.

Clifton T. Edwards, principal of Fred A. Olds School in Raleigh, has joined the staff of the State Department of Public Instruction as supervisor of Teacher Recruitment, Scholarships and Placement.

Ten Years Ago, 1955

In their answers to a questionnaire, more than 140 local superintendents indicated their opinion that immediate desegregation of the schools in their units would cause serious problems. The questionnaire was included in the brief filed by the State's attorney in relation to the school segregation cases now pending before the U. S. Supreme Court.

More than 96 percent of North Carolina's public schools are participating in the Special School Lunch Program made possible through the Agriculture Act of 1954, according to a report by Mrs. Anne W. Maley, State School Lunch supervisor.

Fifteen Years Ago, 1950

During the past school year, 2,259 disabled men and women were rehabilitated into gainful employment through the Division of Vocational Rehabilitation, it was reported by Charles H. Warren, director of the Division.

Twenty Years Ago, 1945

Gov. Gregg Cherry recommended in his inaugural address that the war bonus for teachers and State employees authorized by the General Assembly in 1943 be extended to June 30, 1945. This recommendation has been enacted into law.

A five-point program adopted by the United Forces for Education recommends increasing the basic salary range for teacher to \$125-\$200 per month; raising the com-

New 'Student Teaching Program' Guide Embodies Suggestions of Many North Carolina Educators

Policies, procedures, and guidelines for the operation of the student teaching program in North Carolina are set forth in a publication recently issued by the Division of Professional Services of the State Department of Public Instruction.

The attractive 24-page bulletin, *A Guide for the Student Teaching Program in North Carolina* (Publication No. 382) has been distributed to college and university personnel involved in conducting student teaching programs, supervising teachers, and local school administrators.

Purposes Cited

Dr. J. P. Freeman, director of the Division of Professional Services, notes in the Preface to the Guide that "testimony from teachers pointing out that student teaching was the most valuable part of their professional preparation is universal." He also observes that "a variety of practices currently exists in the operation of the student teaching program, causing confusion, and in some cases, dissatisfaction on the part of some participants in the program."

"In accordance with the significance of the program, the relationships involved should be on a more formal basis. To this end, clearly defined policies and procedures to guide the working relationships on the administration of the student teaching program have been adopted by the State Board of Education," the preface continues.

"Specifically, the bulletin presents the organization for student teaching: outlines the procedural

pulsory attendance age from 14 to 16; expansion of facilities for vocational education and guidance, and provision of physical examinations for all pupils.

Twenty-Five Years Ago, 1940

Twenty-eight administrative units are now participating in the State-aid program of adult education, matching the State funds allocated for the program.

steps in the student teaching process; and identifies the key personnel involved in the program, lists their responsibilities, and indicates the criteria for their selection," Dr. Freeman states.

Cooperative Project

In the Foreword to the new publication, Dr. Charles F. Carroll observes that "Guidelines to determine the roles of individuals and groups participating in the program are urgently needed."

"The policies and procedures . . . presented in this bulletin . . . are the result of a cooperative study extending over several years," Dr. Carroll explains. The publication "incorporates the ideas and suggestions of hundreds of teachers and administrators in North Carolina schools and colleges."

Board Approval

"From 1962 to 1964," the Foreword states, "the Student Teaching Committee of the State Advisory Council on Teacher Education devoted considerable time to formulating the conception of a properly organized student teaching program. . . . The first draft of the report was presented to the State Advisory Council on Teacher Education on April 24, 1964. By action of the council, the report was distributed to all colleges preparing teachers and to all participating public school administrative units for comments and reactions. The report was revised in line with the suggestions received. . . . On July 9, 1964, the State Board of Education adopted the report with the recommendation that it serve as a guide for the development of State and local plans for student teaching and as a foundation for future policies to be prepared and adopted by the Board."

Dr. Carroll and Dr. Freeman expressed appreciation for the diligent work of the Committee, for the suggestions offered by numerous educators, and for the efforts of Dr. Jerry Hall, supervisor of student teaching, and other State Department staff members in preparing the publication.



State Superintendent's Biennial Report Reviews Progress in School Programs of North Carolina

Developments and trends in North Carolina's public school programs during the last two school years are reviewed in the *Biennial Report of the Superintendent of Public Instruction—Part One, Summary and Recommendations*, published in February.

The 136-page report, (Publication No. 384), submitted to Governor Dan K. Moore and the members of the General Assembly of 1965 in compliance with State law, contains a wealth of vital information on the prescribed organization and responsibilities of the agencies involved in administering and supervising the State's public schools; on the financing of the schools, their organization, facilities, enrollment, and instructional and administrative staffs; and on the educational programs available during the 1962-64 biennium.

Progress Cited

In the final chapter, State Superintendent Charles F. Carroll cites a number of specific improvements and offers recommendations for further improvement of the public schools, together with a statement of "beliefs and directions."

"There have been within recent years many expressions of the State's true commitment to education," Dr. Carroll declares in opening his summary of recent achievements. "Seldom in the State's history has there been such unanimity in the conviction that good schools are essential in fulfilling the State's potentialities, and seldom, if ever, has there been such enthusiastic support of the many educational programs and services envisioned by the Governor, the General Assembly, the State Board of Education, and the people of the State as vital elements of a good school system."

He cites "the following trends in progress" as "indicative of the current era:"

- The number of special education teachers for mentally retarded and handicapped youth has increased from 206 in 1960-61 to 885 in 1964-65.

- The number of special teachers for gifted and talented children has increased from 16 in 1960-61 to 225 in 1964-65.

- Vocational education, including courses in trade and industrial education, distributive education, business and office education, and comprehensive and diversified occupations, in addition to the regular programs in agriculture and home economics, has expanded considerably.

- The number of full-time guidance counselors has increased from 138 in 1960-61 to 440 in 1964-65.

- The number of full-time librarians has increased from 558 in 1960-61 to 1,380 in 1964-65.

- State Funds have been made available for the employment of assistant superintendents. There were no such State-financed positions in 1960-61; this year, there are 92 assistant superintendents.

- Attendance counselors have been employed to enforce the compulsory school attendance laws. No counselors were employed with State financial aid in 1960-61; this year, 131 are employed.

- The teacher allotment formula has been liberalized. A professional person is now provided for every 23.8 students in average daily attendance.

- State funds for the purchase of library books and instructional materials have been increased.

- The number of classes instructed by television has increased from 392 in 1960-61 to 631 in 1964-65.

(Continued on page 4)

Dr. Ben Fountain to Head Lenoir Community College

Dr. Ben E. Fountain, Jr., superintendent of the Elizabeth City public schools for the past four years, has resigned that post, effective July 1, to become president of the Lenoir County Community College at Kinston.

The Lenoir County institution, now operating as a technical institute, is scheduled to become a community college in July. Some 3,300 full-time and part-time students are currently enrolled at the institution.

A native of Edgecombe County, Dr. Fountain graduated from the University of North Carolina with honors in English and education. He received his master's degree and his doctoral degree in educational administration from UNC at Chapel Hill, and has done additional graduate work at the University of Virginia.

He taught in the Nash County and Rocky Mount city schools for two years and was principal of Bassett High School at Rocky Mount from 1953 to 1955. He was executive secretary of the State School Boards Association for two years and was a visiting professor at Appalachian State Teachers College during summer terms. Awarded a Kellogg Fellowship at UNC in 1957-58, for the next three years, he was a member of the University's graduate faculty, director of the Teacher Placement Bureau and the student teaching program. He was a professor of education at UNC for three years.

He has been active in a number of professional education and civic organizations and is a member of Phi Delta Kappa.

Dr. Fountain will work with Dan Wise, acting president and director of the Lenoir County Technical Institute, in planning the addition of academic programs for the change-over to community college status.

Superintendent Carroll Says . . .

(Excerpts from Chapter VII, Biennial Report of the Superintendent of Public Instruction, 1962-64, Part One)

We believe that all children in our State, irrespective of residence, race, or creed, or circumstance, are entitled to the opportunity to burgeon out all that is within them, necessitating the maintenance of a school system which is capable of producing and implementing this opportunity.

We believe that each of these children is individually alike and individually different, necessitating a variety of instructional programs, a variety of teaching methods, and a variety of learning materials.

We believe that the employment of qualified teachers, supervisors, and administrators is essential to the teaching-learning process.

We believe that the educative process requires adequate facilities and equipment.

We believe that public education is the instrument of organized government; and that schools derive their authority from the State Constitution, their direction from the General Assembly, and their general administration from the State Board of Education.

We believe that county and city boards of education, as creatures of the General Assembly, are, in a sense, "local legislatures", with the authority and the responsibility for establishing, maintaining, and directing local school systems.

We believe that, as governmental institutions established for the common good, public schools should be supported by all levels of government—local, State, and federal. . . .

We believe that schools, in a democracy, are both legal and moral concerns of parents and the public-at-large; and, therefore, schools should seek their strength in the hopes and aspirations of the adults who surround and support the school.

We believe that those entrusted with the administration of schools at both the State and local levels are under compulsion, as an exercise of responsible leadership, to inform their clients of the excellencies and the deficiencies in education and to project the procedures for improvement and redirection. . . .

We believe that because children vary in their potential and because of the varying demands of a democratic society, it is incumbent upon school systems and schools within systems, and teachers within schools, to provide varying types and degrees of instructional programs for both children and adults.

We believe that these varieties can best be afforded in school administrative units that are large enough to supply enough students and enough local funds to permit the operation of community schools at the elementary level, area schools at the junior high school level, and county-wide schools at the secondary level.

We believe that students at all levels of school attendance are entitled to instruction in reading, writing, arithmetic, science, health, history, government, geography, music, art, and physical education; that, in addition, students at the junior high school level are entitled to foreign languages, industrial arts, and a beginning knowledge of the world of work; and that, in addition, students at the secondary level are entitled to instruction in the specialized courses which will prepare them to enter a vocation upon graduation, if they desire, or to continue their vocational specialty in post-high-school education, if they desire.

We believe that to be good, vocational education must be established on top of and not in lieu of, good general education, and that both general and vocational education are enhanced by a close affiliation of one with the other.

We believe that special segregated classes and special teacher allotments for the gifted and the handicapped are defensible and justified if the degree of student competency or deficiency is such that it cannot be challenged in the regular classroom.

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.
— James Russell Lowell

We do not have to evaluate everything. Children need periods in which they can learn without the threat of being evaluated. External evaluation is always a threat and creates a need for defensiveness and prevents some portion of the child's experiencing or sensing from achieving full awareness. What is lost is the openness that is so necessary to the production of new ideas. — E. Paul Torrance

The American youth are allowed not to want capacity; yet the best capacities require cultivation, it being truly with them, as with the best ground, which unless well tilled and sowed with profitable seed, produces only ranker weeds.
— Benjamin Franklin

From the point of view of interactive living, which must be both self-directed and self-evaluative, the deliberate students, as a group, are the single, largest, and most difficult problem we face in education today. Their one greatest need in every content area and in every grade is more opportunity to learn by discovery rather than by simply being informed. Their greatest misfortune is to have been educated for so long to avoid interacting with others that they have little self-awareness of the special meaning life holds for them. — Robert C. Burkhart

There are still classroom teachers, perhaps, who think it was no typographical error that caused a statement in a much-read newspaper to appear: "What this country needs is a more vigorous program for the braining of administrators." — Lois Edinger

The teacher can light the lantern and put it into your hand, but you must walk in the darkness. — William H. Armstrong

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J. E. MILLER,
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March, 1965

New Occasions Teach New Duties

The necessity for improved educational planning at all levels involves the desirability of increased emphasis on cooperative planning. Fortunately, personnel in the State Department of Public Instruction have had experience in working among themselves and with others through the State in this manner.

School surveys are carried out in an atmosphere of educational planning; evaluations at the local level, for State or regional accreditation, are effected in a climate of sound planning; curriculum bulletins at the State level are cooperatively devised; courses of study at the local level, when most effectively done, are characterized by educational planning; policies pertaining to many operational aspects of education—NDEA, school activities, including athletics, and the like—are formulated only in terms of careful planning.

Intensified Needs

Perhaps the time has come when increased emphasis on educational planning within the State Department and between the Department and local school personnel is the most effective way to comprehend the total educational scene and to plan in terms of State and local progress within this framework. "New occasions," the poet declared, "teach new duties, Time makes ancient good uncouth; They must upward still, and onward, who would keep abreast of Truth."

The intensified and ever-present need for improving education at all levels, efficiency in the use of manpower, and the possibility of superior cross-fertilization of ideas through group effort suggest the desirability for renewed emphasis on educational planning which involves those most concerned and and those most responsible for continued improvements.

Planning at Its Best

Educational planning is for the purpose of achieving educational goals. The process involves the bringing together of those individuals who most likely—in terms

of preparation, experience, imagination, and creativity—can contribute philosophic ideas and practical suggestions for the realization of such goals.

Those responsible for educational planning should also be among those responsible for the determination of purposes and goals to be achieved. In addition, such personnel—

- Should exhibit the capacity for understanding and appreciating the total educational program, as well as its several aspects, as it relates to a society whose dominant characteristic is change.
- Should demonstrate their awareness of research findings in whatever areas pertaining to education are involved in the planning—administration, organization, curriculum, interpersonal relationships, evaluation, facilities, and the like.
- Should be willing to rethink the role of the school in the modern community and, with conviction, to plan constructively in terms of of this role.
- Should be aware that educational purposes change, that the responsibilities of educators change, and that educational planning should reflect these changes.
- Should be aware that working together effectively demands respect for others, willingness to share, skill in distinguishing the significant from the less significant, and skill in exploring ideas and the possibilities inherent in their implementation.
- Should, collectively, possess the vision to formulate long-range goals as well as to identify day-by-day goals and means for their productive realization.

The ever-increasing necessity for educational programs of excellence suggests the parallel necessity for educational planning which is characterized by intelligence, cooperativeness, imagination, and creativity. Emphasis on this type of planning at the national level, at the State level, and at the local level will, undoubtedly, result in many educational changes. With appropriate emphasis on such criteria as those listed above, these changes should be altogether consonant with local, State, and national needs.

Dropouts In Court

Judge Albert Gwyn's unusual action in summoning school dropouts and their parents to appear in court (see story, p. 6) was surely a dramatic and effective method of focusing attention on the dropout problem and its relations to juvenile delinquency and crime.

The reasons cited by the parents and the teenagers for leaving school fit in with the results of other inquiries, and the judge's conclusions about the need for parents to assume greater responsibility reflect the well-founded view that the home environment is a primary factor in these related problems.

Educators, sociologists, psychologists, and others who have given the dropout problem careful study have agreed that a variety of social, economic, and educational factors are involved, and thus the attack must be made on several fronts.

There is abundant evidence that cultural disadvantage, with consequent difficulties in communication and in adjusting to school programs, lays the groundwork in pre-school years for increasing problems in school work. There is also considerable evidence that many students lose interest in school because school programs do not seem relevant to their life situations.

North Carolina's Comprehensive School Improvement Project is one of several imaginative experimental programs being conducted throughout the nation to meet the needs of culturally disadvantaged children. More adequate guidance and counseling programs, vocational orientation courses, and more diversified curricula and instructional approaches are being put into effect, with the aim of making school programs more relevant to the needs of individual students.

It is more than a pragmatic assumption that steps can be taken which even without widespread social reform will mean for a great many children the difference between continual frustration and failure, and reasonably healthy development and adaptation to a less than perfect society.

Biennial Report . . .

(Continued from page 1)

- The term of employment for teachers has been extended from 180 days in 1960-61 to 185 days in 1964-65. The term of employment for principals has been expanded from 10 months in 1960-61 to 10½ and 11 months (depending on size and type of school) in 1964-65.

- Clerical assistance has been made available to schools.

- Sick leave, in the amount of five days per year, has been granted teachers.

- The number of scholarship loans for needy and worthy high school graduates desiring to become teachers has increased from 300 in 1960-61 to 450 in 1964-65.

- State funds for the salaries of teachers have been increased. In 1960-61, the beginning salary for an inexperienced teacher was \$322 per month; this year, it is \$415 per month. The monthly salary for teachers holding the graduate certificate, based on a master's degree with 13 years' experience, has increased from \$498 in 1960-61 to \$631 this year.

- Additional funds have been provided with which county and city units might employ college and university personnel to assist in strengthening in-service education programs.

- The Governor's School, a summer residential school for gifted and talented children, has been established.

- The Advancement School, for children of average and above average intelligence who are not achieving at their level of ability, has been established.

- The North Carolina School for the Arts has been established and will begin operating in September, 1965.

- The program of community colleges, industrial education centers, and technical institutes has been expanded.

- A \$100,000,000 bond issue for improved public facilities, authorized by the General Assembly of 1963, has been approved by vote of the people.

Eight Communities Initiate Sheltered Workshops For Handicapped; Several More Planned in State

Agreements for the establishment of sheltered workshops for the rehabilitation of mentally retarded persons in eight North Carolina communities have been approved by the State Board of Education since June 4, 1964, and it is expected that several more such workshops will be developed during the coming fiscal year.

A special report prepared by the Division of Vocational Rehabilitation and released the first week in March summarizes the development of sheltered workshops in North Carolina under provisions of Federal and State legislation.

Cooperative Plan

"As a result of awakened community interest in the problems confronting our disabled mentally retarded population, and recognition of the great potential use of sheltered workshops in meeting many of their needs," the report states, "a cooperative plan has been developed wherein the State rehabilitation agency joins forces with community leaders for the establishment and operation of sheltered workshop programs."

Explaining the function of these workshops, the report states that they "use the medium of work to

provide vocational evaluation, work adjustment, job training, and employment for severely handicapped persons. The services provided by workshops are designed to prepare such person for competitive employment in private industry, where possible, and provide remunerative employment in the workshop for those severely handicapped persons who cannot be readily absorbed into the labor market."

Success Factors

The role of the Division of Vocational Rehabilitation is to "support the operation of sheltered workshop programs through tuition payments for client training, and through close cooperative working arrangements between district rehabilitation offices and workshop boards of directors and staff personnel."

"Success of the workshop programs is assured by the great need for such service, adherence to the standards for successful workshop operation as contained in the agreement, interest of industry already in evidence in awarding subcontract work to sheltered workshops, and expressed willingness to employ trainees following completion of the training program," the report concludes.

Funds Allocated

Provision for the establishment of such workshops is contained in Senate Bill 348, which authorizes appropriation of \$230,092 to the State Board of Education to be administered and expended by the Department of Public Instruction for rehabilitation programs, designating \$84,978 for the establishment of community sheltered workshops to be matched with Federal funds under Sections 2 and 3 of the Vocational Rehabilitation Act.

"The State appropriation . . . for establishing sheltered workshops, when matched with Federal funds . . . totals \$297,025.45. Our commit-

(Continued on next page)

- A three-year comprehensive school improvement project, designed to improve the teaching of reading, writing, and arithmetic in the primary grades, has been initiated.

- The Learning Institute of North Carolina, an educational research center, has been established.

- Through consolidation of schools and merger of administrative units, programs of education are becoming more comprehensive.

- The curriculum has been revised and refined to accommodate the expanding interests and needs of youth and adults.

Sheltered Workshops . . .

(Continued from page 4)

ments and tentative commitments, subject to approval by the State Board of Education, total \$288,515.-73, leaving a remainder of \$9,509.72 for contingies during the remainder of the current fiscal year," the summary states.

Status of Workshops

Summarizing the development of individual workshop programs, the report includes information on the date of approval of agreement of establishment for the workshop by the State Board of Education; Federal and State funds allocated for establishment the project; initial budget; and a brief report on progress of each project:

Fayetteville

Cumberland County Sheltered Workshop—Agreement approved June 4, 1964; designated as a Section 3 project, utilizing \$20,-648.14 State funds to match \$61,-944 Federal funds for building renovations and equipment needs; total budget for establishment, \$82,592.59. A workshop director has been employed, and the program of services began on February 8, 1965. A recent on-the-site inspection revealed renovations almost complete, and equipment orders have now been placed.

Lexington

Sheltered Workshop for the Handicapped of Davidson County—Agreement approved by the State Board on October 1, 1964; established as a Section 2 project, utilizing \$3,634.72 State funds to match \$8,481.02 Federal funds; total budget for establishment costs, \$12,115.74. The acting director of the workshop was employed in October 1964, and a program of services initiated on December 28, 1964. A recent on-the-site inspection revealed eleven trainees presently enrolled, and five additional trainees scheduled to begin on March 8, 1965.

Raleigh

Wake County Workshop and Vocational Training Center—Agreement approved by the State Board on November 5, 1964; established as a Section 2 project, utilizing

\$3,604.10 State funds to match \$8,490.56 Federal funds for equipment needs, with a total budget of \$12,013.66. The director was employed in November 1964, and a program of services initiated in December 1964. Twenty-five trainees are currently enrolled under Vocational Rehabilitation sponsorship.

Gastonia

Gaston Skills Workshop—Agreement approved by the State Board on November 5, 1964; will be a Section 2 project, utilizing approximately \$15,000 in State funds to match approximately \$35,000 in Federal funds for building renovations and equipment. The architect is now completing plans for expansion of an existing building to be used for workshop purposes. A director has been employed, and a partial program of services is already under way.

Statesville

Iredell County Sheltered Workshop, Inc.—Agreement approved by the State Board on December 3, 1964; will be a Section 2 project, utilizing \$3,538.12 State funds to match \$8,255.62 Federal funds for equipment needs. A workshop director was employed in February 1965, and the program of services is scheduled to begin on May 1, 1965.

Charlotte

Nevins Vocational Training Center—Agreement approved by the State Board of Education on February 4, 1965; will be a Section 2 project, utilizing approximately \$18,000 State funds to match \$42,-000 Federal funds for building renovations, expansion, and equipment needs. The architect is scheduled to begin plans as soon as title to the property is cleared through the Charlotte-Mecklenburg County School System. A partial program of services is already under way in the existing building.

Goldsboro

Wayne County Sheltered Workshop, Inc.—Agreement approved by the State Board on March 4, 1965; will be a Section 2 project, utilizing approximately \$9,000 State

Franklinton Teacher Named To I. V. Supervisory Staff

Tommie N. Stephens, a teacher at Franklinton High School, joined the Introduction to Vocations staff of the Division of Vocational Education on Feb. 1 as assistant supervisor.

A graduate of Cary High School, Stephens earned his bachelor's and master's degrees at N. C. State of the University of North Carolina at Raleigh. He has done advanced graduate work at Duke University. He served in the Army from November 1944 to August 1946.

Mrs. Stephens, the former Isabel Britt of Cary, is a high school science teacher.

In announcing Stephens' appointment, Charles I. Jones, acting State supervisor of the Introduction to Vocations program, observed that Stephens is thoroughly familiar with the I. V. program, having been an Introduction to Vocations teacher since the program was established.

In addition to his supervisory duties, Stephens is managing editor of "The Pathfinder," monthly Introduction to Vocations newsletter.

Funds to match \$21,000 Federal funds for renovations to a building recently acquired by Board of Directors, and for equipment needs.

Hickory

Catawba County Sheltered Workshop—Agreement approved by the State Board on March 4, 1965. This will be a Section 2 project, utilizing approximately \$6,000 State funds to match \$14,000 Federal funds for renovations and equipment needs.

Asheville

Exchange Club Sheltered Workshop—We plan to submit a proposed agreement for the support of this workshop to the State Board of Education for consideration on April 1, 1965. If approved, \$3,000 in State funds would be utilized to match \$7,000 in Federal funds for equipment needs.

Superior Court Judge Orders Dropouts, Parents To Appear in Rowan Courtroom for Questioning

A North Carolina Superior Court judge's action in ordering 40 school dropouts and their parents to appear in court on Feb. 22 was the subject of widespread press, radio and television comment.

Judge Allen W. Gwyn of Reidsville ordered the Rowan County Sheriff's Department to summon the teenagers and their parents to court after the grand jury reported that there were 18 dropouts from the Salisbury City School and 26 from the county schools this year. He had requested the grand jury study.

In taking the unusual action, Judge Gwyn declared, "Practically every teenager we have tried this term of court has been a dropout. We're going to find the causes and try to see what the remedy is." The judge noted that many of the youths had dropped out before they were 16 years of age, a violation of the State's compulsory school attendance law.

Reasons Given

Interviewed by Judge Gwyn, most of the teenagers and parents were quite frank and cooperative in stating the reasons for dropping out of school. Lack of interest in school subjects, continued failure in courses, wanting to become employed, "needing something to do," and "just wanting to quit" were among the reasons given. The mother of one youth said he quit because he had been "nervous" since his father died; he had been getting pretty good grades, she said.

Many of the teenagers said they had been having trouble with reading; most said they had become "disgusted" with school, frustrated, or just "lost interest." Most of them indicated that they had almost totally neglected their homework.

Most of us go every day drinking from wells we have not dug. Few of us, for instance, have ever paid any great price for our American Citizenship.—Roy L. Smith

Several of the parents admitted that they had not "forced the issue" and tried to persuade their children to continue their schooling. Many of the youths said they realized they had made a mistake and that they planned to re-enter school. A number of parents stated that school personnel had not made any effort to confer with them or to discourage their children's dropping out of school. (School officials later challenged these statements, saying that in many instances, the parents simply were not cooperative.)

Parental Attitudes Cited

Judge Gwyn's conclusions? Parental indifference and ineptitude in dealing with children's problems are a primary factor in many students' dropped out, he said. Many parents do not have the proper perspective, do not fully understand and appreciate the need for education and for their children to learn to conform to constituted authority, he observed.

"I can't help but be impressed with the number of dropouts who come from homes where the parents work on different shifts," he said. "Being a parent is a full-time job, but if one is at home asleep and other is off at work, then there develops a fourth shift—the shift of children to the streets, into automobiles, beer joints, and shady places." Many parents obviously work hard, he said, "But I wonder if the return in dollars offsets the loss to the home."

Before questioning the teenagers and their parents, Judge Gwyn told the group. "You are not here to be charged with a crime, and I hope you will not be embarrassed." He cited statistics indicating that there is a high dropout incidence among youthful offenders.

During his 26 years on the bench, Judge Gwyn has shown a continuing interest in the relationship of juvenile delinquency and crime to school and home problems. He was one of the pioneers in establishing the "work release" plan for first offenders.

Madeline Tripp Named Head Of National Organization

Miss Madeline Tripp, supervisor of elementary education in the State Department of Public Instruction, was elected president of the National Council of State Consultants in Elementary Education, at its annual meeting in February in Chicago.

During the past year Miss Tripp served as president-elect of the organization, and next year she will serve as vice president. She is the first North Carolinian to hold this office.

"One of the major efforts of the national group," according to Miss Tripp, "is the selection of a project theme of current import and the implementation, to the degree possible, of this topic throughout the coming year."

At present, the National Council is in the process of printing a study on children below six, a project which is the outgrowth of last year's national study and investigation. The Council is also preparing at this time "guidelines for elementary personnel in state departments of public instruction"; and Miss Marie Haigwood, elementary supervisor with the North Carolina State Department, is serving on the group preparing these guidelines.

Raymond Roberts, director of instruction in the Missouri State Department, is now serving as president-elect of the National Council.

Miss Tripp also served on the 1965 yearbook committee for the Association of Supervision and Curriculum Development.

A year ago, a girl brought home a second grade report card bearing this comment from her teacher: "It is a real pleasure to have your daughter in my class because she adds so much zest to it."

This year's card also has a comment—but from a different teacher with a different outlook. It says: "Your daughter talks too much."—*Laugh Book*

Educational Movies Produced by N. C. Film Board Draw Heavy Demand, Says Audiovisual Supervisor

Most of the films produced by the North Carolina Film Board and made available to schools in the State are "booked solid," according to Dr. Paul S. Flynn, State supervisor of audiovisual education.

Several of the films available for circulation by the State Department of Public Instruction are scheduled well into the 1965-66 school year, Dr. Flynn stated. Other agencies which have prints of some of the popular 16 mm. films available for circulation include the Adult Film Project (through any public library); the Film Library of the State Board of Health; the State Department of Archives and History; and the Bureau of Audiovisual Education, University of North Carolina at Chapel Hill.

Circulation of the first two documentary films produced by the Film Board was started early last year, and four more films were completed during the summer of 1964.

First Productions

The first two films produced by the Film Board were "The Road to Carolina," a historical film, and "The Ayes Have It," which ex-

plores the work of the General Assembly. Both have proved tremendously popular with school audiences, Dr. Flynn said. "The Road to Carolina" a half-hour film, combines live action photography with successions of sketches which evoke events of the State's first century, "The Ayes Have It," a 38-minute film, is a candid documentary of the 1963 legislative session, including glimpses of General Assembly sessions, as well as legislative committee meetings.

The Board's third film, "The Vanishing Frontier," is a review of Appalachian problems and prospects in North Carolina's mountain counties. It is a one-hour subject initially made for TV public affairs presentation last spring.

Latest Releases

The three latest films are "Mirror of the Past," a 30-minute color film on Tryon Palace at New Bern, which shows details of the restored colonial edifice, its works of art, furnishings and gardens, and traces the history of the building, evoking the daily life of the Tryon family and household; "Welcome to Work," a 30-minute documentary which shows how Siler City, N. C. prepared itself to invite and accommodate new industries; and "North Carolina's Tribute to President Kennedy," a 30-minute color record of the historic ceremonies at Chapel Hill on May 17, 1964, including the memorial address by Dr. Billy Graham, and brief tributes by former Governor Luther Hodges, Mrs. Rose Kennedy, Sen. Edward Kennedy, and others.

The North Carolina Film Board was established in 1963 by former Governor Terry Sanford with the aid of a \$300,000 grant from the Richardson Foundation to produce educational and documentary films on North Carolina. Its director, James A. Beveridge, a Canadian, had 26 years' previous experience in documentary film production, including work with the National Film Board of Canada. Production of the films and their circulation through State agencies has been underwritten in part by State appropriations.

Community Colleges Staff Initiates Quarterly Journal

The first issue of *The Open Door*, a quarterly journal of the North Carolina Department of Community Colleges, was widely distributed in March as a public information bulletin. Miss Nancy Duckett, editor in the Curriculum Laboratory, was responsible for the preparation of this issue and will be editor and coordinator of subsequent issues.

"The purpose of *The Open Door* is the acquaint the people of North Carolina with the State's system of community colleges, technical institutes, and industrial education centers," according to the slogan appearing on the title page of the magazine.

The March-May issue contains articles by Dr. Dallas Herring, chairman of the State Board of Education; Dr. I. E. Ready, director of the department of community colleges; Harold Hammond, staff writer for the *Charlotte News*; and Dr. Gordon B. Pyle, assistant director of the department of community colleges.

The 12-page bulletin includes tables, maps, and illustrative pictures.

Congratulations to the Department of Community Colleges for this significant venture into the area of sound public information and public relations. Interest, enthusiasm, and support for North Carolina's expanding educational program must be based on correct and regular information. Volume One, Number One of The Open Door seems, by all means, to be a step in the right direction.

Fitness Conferences Set

Every high school in North Carolina has been invited to send two junior students to a Governor's Regional Fitness Conference in its area on May 1.

These conferences will be held at East Carolina College, Wilmington College, the University of North Carolina at Chapel Hill; Wake Forest College, Appalachian State Teachers College, Davidson College, and Mars Hill College.

They are being co-sponsored by the Youth Fitness Commission of the North Carolina Recreation Commission, the Governor's Office, the seven colleges, the high schools, and other agencies serving youth in North Carolina.

Schools should return their registration forms to the Youth Fitness Commission, Mansion Park Building, Raleigh, by April 21.

An earnest young teacher and his wife decided they would condition their infant to enjoy the best music by playing records on the hi-fi while he ate his pureed meat and vegetables. It worked, too—but not as they expected. He developed a weight problem, because every time he heard good music, he had to have something to eat.

State School Facts

MARCH, 1965

Data for 1963-64 Show Average of 23.7 Pupils Per Professional Staff Member in Local Units

More than three-fifths of North Carolina's school administrative units had from 23 to 25 pupils in average daily attendance per professional staff member in 1963-64, and a similar number of units spent in excess of \$30 per pupil in local funds during the previous school year.

These generalizations are based on analysis of the accompanying table, which is included in the 1962-64 *Biennial Report of the Superintendent of Public Instruction*. (pp. 30-32). The table offers a comparison of the 1963-64 staff-pupil ratio for each administrative unit and the State, Federal and local funds spent per pupil by each unit in 1962-63. (Professional staff includes superintendents, assistant superintendents, supervisors, principals, teachers, librarians, counselors, etc.)

Staff-Pupil Ratio

The number of pupils in ADA per professional staff member ranged from 18.4 to 26.5, and the average for the 171 units was 23.7. The average for county units was 23.9; for city units, 23.3. Nearly one-fifth of the units had less than 23 pupils per staff member, and nearly one-fifth, more than 25.

- Units with the lowest member of pupils per staff member were Hendersonville (18.4), Pinehurst (19.0), and Chapel Hill (20.1).

\$124.41 to \$4.04. Five units spent more than \$100 in local funds per pupil, and four units spent less than \$10. The average for the entire State was \$48.26, the average for the county units, \$40.14, and the average for city units, \$66.46.

- Winston-Salem, which later consolidated with Forsyth County, spent the largest amount of local funds per pupil. In the table, Winston-Salem and Forsyth County data are combined to facilitate comparison with the 1963-64 staff-pupil statistics. The combined per-pupil expenditure from local funds for these two units (\$97.88) ranks seventh in this category.

- Other units in the top 10 in local funds per pupil, in rank order, were Greensboro, Charlotte-Mecklenburg, Hendersonville, Durham City, High Point, Rocky Mount, Asheboro, Roanoke Rapids, and Burlington.

- *Total expenditures per pupil* ranged from \$358.73 to \$226.41, the average for the State being \$277.62, the county units' average \$273.73, and the city units', \$286.32.

Other Observations

There is much greater divergence, proportionately, between the expenditures per pupil from local funds than between *total* per pupil expenditures. (The highest local per pupil expenditure is about 30

Administrative Unit	A.D.A. 1963-64	Total Staff	Ratio	Per Pupil Costs			Per Cent State	Per Cent Federal	Per Cent Local	
				State	Federal	Local				
Davidson	10,907	437	25.0	207.93	11.83	17.54	237.30	87.6	5.0	7.4
Lexington	4,935	200	24.7	214.03	8.70	47.06	269.79	79.4	3.2	17.4
Thomasville	3,726	155	24.0	201.70	7.22	51.06	259.98	77.6	2.8	19.6
Davie	3,748	147	25.5	220.64	9.74	29.13	259.51	85.0	3.8	11.2
Duplin	10,355	424	24.4	233.40	13.72	17.28	264.40	88.3	5.2	6.5
Durham	10,129	462	21.9	215.78	12.66	68.87	297.31	72.6	4.3	23.1
Durham	14,124	649	21.8	216.45	8.64	105.52	330.61	65.5	2.6	31.9
Edgecombe	7,322	290	25.2	219.91	6.11	25.02	251.04	87.6	2.4	10.0
Tarboro	3,546	151	23.5	205.60	7.20	35.72	248.52	82.7	2.9	14.4
Forsyth	42,367	1,887	22.5	210.55	4.10	97.88	312.53	67.4	1.3	31.3
Franklin	5,566	270	25.3	224.58	6.99	21.01	252.58	88.9	2.8	8.3
Franklin	1,328	52	25.5	217.25	8.22	16.98	241.45	90.0	3.4	6.6
Gaston	21,300	850	25.1	204.83	9.08	42.00	255.91	80.0	3.6	16.4
Cherryville	1,813	78	23.2	216.38	7.84	35.50	259.72	83.3	3.0	13.7
Gastonia	7,582	315	24.1	216.22	12.18	41.14	269.64	80.2	4.5	15.3
Gates	2,419	92	26.3	233.61	11.85	27.12	272.58	85.7	4.3	10.0
Graham	1,575	63	25.0	241.85	36.62	33.09	311.56	77.6	11.8	10.6
Granville	7,837	348	22.5	236.65	8.99	42.56	288.20	82.1	3.1	14.8
Greene	4,474	186	24.1	227.00	11.06	32.28	270.34	84.0	4.1	11.9
Guilford	18,975	807	23.5	217.78	8.71	59.81	286.30	76.1	3.0	20.9
Greensboro	26,481	1,188	22.3	207.41	8.12	119.76	335.29	61.9	2.4	35.7
High Point	11,719	527	22.1	201.15	1.28	99.39	301.82	66.7	4	32.9
Halifax	9,148	377	24.3	221.30	5.90	30.13	257.33	86.0	2.3	11.7
Roanoke Rapids	3,493	157	22.2	209.32	6.31	80.40	296.03	76.0	2.1	27.2
Weldon	2,115	91	23.2	197.08	7.28	25.67	233.03	84.6	3.1	12.3
Harnett	11,807	493	23.9	218.33	14.51	37.16	270.00	80.9	5.4	13.7
Haywood	6,431	261	24.6	225.82	12.20	43.43	281.45	80.2	4.3	15.5
Canton	2,482	108	23.0	222.72	9.38	51.62	284.22	78.4	3.5	18.1
Henderson	5,976	242	24.7	225.38	10.74	42.53	278.65	80.9	3.8	15.3
Hendersonville	1,990	108	18.4	242.27	9.55	106.81	358.73	67.5	2.7	29.8
Hertford	6,001	240	25.0	223.77	6.30	32.43	262.50	85.2	2.4	12.4
Hoke	4,262	179	23.8	219.10	12.95	33.62	265.67	82.5	4.9	12.6
Lee	1,409	63	22.4	262.36	12.47	34.78	309.61	84.7	4.0	11.3
Iredell	8,381	340	24.7	220.19	10.19	25.41	255.79	86.1	4.0	9.9
Mooreville	2,190	100	21.9	227.31	12.10	63.00	303.01	75.2	4.0	20.8
Statesville	4,497	190	23.7	204.11	8.05	54.54	269.03	75.5	3.0	20.5
Jackson	3,431	153	22.4	248.59	9.16	26.39	284.14	87.5	3.2	9.3
Johnston	15,863	687	23.1	226.83	10.85	35.97	273.65	82.9	4.0	13.1
Johnes	2,972	122	24.4	225.30	19.43	22.04	266.77	84.5	7.3	8.2
Lee	3,611	151	23.9	239.64	19.16	17.50	276.30	86.7	6.9	6.4
Sanford	3,425	140	24.5	203.71	10.78	54.54	269.03	75.7	4.0	20.3
Lenoir	8,201	358	22.9	241.86	13.96	47.84	303.66	79.6	4.6	15.8
Kinston	6,075	255	23.8	198.23	4.02	60.77	263.02	75.4	1.8	23.1
Lincoln	4,565	189	24.2	225.10	7.81	33.93	266.84	84.4	2.9	12.7
Lincolnton	2,303	89	25.9	209.34	9.17	30.58	249.09	84.0	3.7	12.3
Macon	3,301	135	24.5	237.71	10.32	42.45	290.48	81.8	3.6	14.6
Madison	3,422	150	22.8	255.89	7.48	30.33	293.70	87.1	2.5	10.4
Martin	7,237	313	23.1	221.82	8.21	35.98	266.01	83.4	3.1	13.5
McDowell	3,597	152	23.7	234.07	10.01	23.60	267.68	87.5	3.7	8.8
Marion	2,929	117	25.0	201.37	8.51	25.40	236.28	86.5	3.6	10.8
Mecklenburg	65,993	3,045	21.7	206.60	7.91	117.87	332.38	62.1	2.4	35.5
Mitchell	3,085	128	24.1	234.94	8.75	19.60	263.29	89.2	3.3	7.5

- Inree units had more than 26 spent per unit, which averaged 78.4/17.4 percent for the entire State, 80.8/14.7 percent for the county units, and 73.2/23.2 percent for the city units.
- Local Funds Spent
- Expenditures from local funds per pupil, 1962-63, ranged from

Pupil-Staff Ratio And Per Pupil Costs (A.D.A.) For Local School Administrative Units

Administrative Unit	A.D.A. 1963-64	Total Staff	Ratio	Per Pupil Costs			Per Cent State	Per Cent Federal	Per Cent Local
				Total	Federal	Local			
Alamance	11,627	477	24.4	220.88	9.79	45.76	79.9	3.5	16.6
Burlington	8,937	388	23.0	220.03	17.05	80.34	317.42	69.3	5.4
Alexander	3,740	149	25.1	221.96	7.64	16.16	245.76	90.3	3.1
Alleghany	1,657	73	22.7	251.46	9.96	25.23	286.65	87.7	3.5
Anson	3,580	150	23.9	246.56	9.64	39.90	296.10	83.3	13.4
Morven	384	41	22.8	237.81	7.52	34.64	279.97	84.9	2.7
Wadesboro	2,114	87	24.3	206.48	8.00	43.86	258.34	79.9	3.1
Ashe	4,759	198	24.0	226.00	10.42	19.05	255.47	88.5	4.1
Avery	2,937	124	23.7	250.72	10.37	23.03	284.12	88.2	3.7
Beaufort	4,912	201	24.4	254.28	9.71	39.96	303.95	83.7	3.2
Washington	4,297	179	24.0	201.60	7.49	49.42	258.51	78.9	2.9
Bertie	6,346	275	23.1	220.54	8.41	27.89	256.74	85.9	3.3
Bladen	8,114	321	25.4	221.77	9.42	35.82	267.01	83.1	3.5
Brunswick	5,323	212	25.1	224.94	9.22	23.82	257.98	87.2	3.6
Buncombe	18,202	732	24.9	220.10	10.33	34.32	264.75	83.1	3.9
Asheville	9,420	423	22.3	230.78	16.61	68.21	315.60	73.1	5.3
Burke	7,796	317	24.6	210.62	8.66	32.55	251.83	83.6	3.4
Glen Alpine	1,410	58	24.3	201.76	9.21	40.34	251.31	80.3	3.7
Morganton	2,615	108	24.2	217.41	12.39	51.93	281.73	77.2	4.4
Cabarrus	7,313	301	24.3	218.55	10.61	26.20	255.36	85.6	4.1
Concord	4,111	171	24.0	206.59	9.08	41.91	257.58	80.2	3.5
Kannapolis	5,425	215	25.2	196.25	9.00	21.16	226.41	86.7	4.0
Caldwell	9,950	395	25.2	208.07	7.65	19.99	235.71	88.3	3.2
Lenoir	2,470	106	23.3	216.78	8.21	61.77	286.76	75.6	2.9
Camden	1,331	58	22.9	243.66	9.58	41.49	294.73	82.7	3.2
Carteret	6,371	258	24.7	216.15	31.54	4.25	251.94	85.8	12.5
Caswell	5,264	215	24.5	228.26	7.71	29.39	265.36	86.0	2.9
Catawba	8,537	347	24.6	226.75	16.30	27.66	270.71	83.8	6.0
Hickory	6,718	284	23.7	202.50	7.08	60.13	269.71	75.1	2.6
Newton	2,815	116	24.3	206.03	8.49	52.55	267.07	77.1	3.2
Chatham	6,847	278	24.6	223.95	8.00	33.32	265.27	84.4	3.0
Cherokee	1,377	57	24.2	261.32	5.83	28.37	295.52	88.4	3.0
Andrews	1,098	49	22.4	220.43	9.29	33.82	263.54	83.6	2.5
Murphy	1,411	56	25.2	222.87	8.71	29.58	261.16	85.3	3.3
Chowan	833	36	23.1	261.73	9.45	50.82	322.00	81.3	2.9
Edenton	2,194	95	23.1	214.01	9.37	55.33	278.71	76.8	3.4
Clay	1,208	51	23.7	244.47	11.02	33.05	288.54	84.7	3.8
Cleveland	7,692	324	23.7	231.67	10.51	31.23	273.41	84.7	3.9
Kings Mtn.	4,008	165	24.3	208.99	9.80	36.75	255.54	81.8	3.8
Shelby	4,696	214	21.9	213.01	8.68	61.88	283.57	75.1	3.1
Columbus	10,697	433	24.7	225.00	8.40	26.91	260.31	86.4	3.2
Whiteville	3,113	123	25.3	206.78	9.65	33.09	249.52	82.9	3.9
Craven	7,891	331	23.8	214.30	67.30	27.98	309.58	69.2	21.7
New Bern	5,328	215	24.8	198.25	20.48	41.67	260.40	76.1	7.9
Cumberland	20,363	767	26.5	193.10	37.67	5.41	236.28	81.7	16.0
Fayetteville	10,818	454	23.8	211.80	47.31	50.16	309.27	68.5	15.3
Currituck	1,535	70	21.9	239.38	19.21	63.68	322.27	74.3	6.0
Dare	1,290	51	23.5	225.71	23.50	73.17	322.38	70.9	7.3

State	1,082,790	45,604	23.7	217.62	11.74	48.26	277.62	78.4	4.2	17.4
Counties	772,173	32,299	23.9	221.26	12.33	40.14	273.73	80.8	4.5	14.7
Cities	310,603	13,305	23.3	209.46	10.40	66.46	286.32	73.2	3.6	23.2

Orange	4,232	193	22.1	223.91	3.94	40.55	262.13	12.3	9.7	13.6
Chapel Hill	3,983	198	20.1	196.14	8.57	73.48	278.19	70.5	3.1	26.4
Pamlico	2,492	105	23.7	230.65	27.80	20.16	278.61	82.8	10.0	7.2
Pasquotank	2,282	97	23.5	229.54	23.82	29.01	282.37	81.3	8.4	10.3
Elizabeth City	3,613	155	23.3	204.99	25.61	35.54	270.14	75.9	9.5	14.6
Pender	4,941	207	23.9	226.34	15.87	25.68	270.89	83.5	5.9	10.6
Perquimans	2,312	96	24.1	227.78	10.92	32.01	270.71	84.2	4.0	11.8
Person	6,676	270	24.7	220.69	6.99	33.46	261.14	84.5	2.7	12.8
Pitt	12,674	518	24.5	224.41	6.15	30.92	261.48	85.8	2.4	11.8
Greenville	5,451	209	26.1	200.14	7.58	41.33	249.05	80.4	3.0	16.6
Polk	1,783	82	21.7	261.80	8.38	40.51	310.69	84.3	2.7	13.0
Tryon	827	39	21.2	240.64	6.86	62.45	309.65	77.7	2.1	20.2
Randolph	9,943	395	25.2	209.35	11.58	28.77	249.70	83.9	4.6	11.5
Asheboro	4,711	198	23.8	211.52	16.85	81.06	309.43	68.4	5.4	26.2
Richmond	4,108	165	24.9	227.39	6.84	36.14	270.37	84.1	2.5	13.4
Hamlet	2,998	119	25.2	206.71	8.40	38.53	253.64	81.5	3.3	15.2
Rockingham	3,100	127	24.4	199.84	8.04	36.99	244.87	81.6	3.3	15.1
Robeson	13,585	543	25.0	226.42	6.45	22.59	255.46	88.6	2.5	8.9
Fairmont	2,057	84	24.5	208.78	7.01	27.58	243.37	86.8	2.9	11.3
Lumberton	4,249	171	24.8	198.97	7.04	34.99	240.30	82.5	2.9	14.6
Maxton	1,227	53	23.2	208.76	8.34	21.46	238.56	87.5	3.5	9.0
Red Springs	1,577	67	23.5	204.42	17.94	31.54	253.90	80.5	7.1	12.4
St. Pauls	1,830	74	24.7	205.23	11.02	18.39	234.64	87.5	4.7	7.8
Rockingham	4,851	200	24.3	242.51	8.83	26.63	277.97	87.2	3.2	9.6
Leaksville	4,464	186	24.0	222.41	10.07	73.75	212.23	71.2	3.2	25.6
Madison	2,407	109	22.1	216.01	9.32	32.74	258.27	83.6	3.7	12.7
Reidsville	4,350	187	23.3	206.63	8.31	59.11	273.05	76.3	3.0	21.7
Rowan	13,163	553	23.8	219.51	9.72	32.22	261.45	84.0	3.7	12.3
Salisbury	3,982	183	21.8	217.07	7.09	78.36	302.52	71.8	2.3	25.9
Rutherford	10,461	426	24.6	228.06	8.29	25.33	261.68	87.1	3.2	9.7
Sampson	9,139	334	23.2	239.78	7.11	27.96	274.85	87.2	2.6	10.2
Clinton	3,209	129	24.9	212.10	12.38	42.61	267.09	79.4	4.6	16.0
Scotland	3,603	152	23.7	242.95	9.16	28.71	280.82	86.5	3.3	10.2
Laurinburg	3,807	160	23.8	211.93	10.56	38.90	261.39	81.1	4.0	14.9
Stanly	6,432	260	24.7	220.75	8.72	33.38	262.85	84.0	3.3	12.7
Albemarle	3,079	138	22.3	208.78	12.21	65.41	286.40	72.9	4.3	22.8
Stokes	5,037	207	24.3	230.43	9.88	28.17	268.48	85.8	3.7	10.5
Surry	7,122	291	24.5	233.33	10.06	29.25	272.64	85.6	3.7	10.7
Elkin	1,266	58	21.8	219.10	8.75	63.68	291.53	75.2	3.0	21.8
Mount Airy	3,017	130	23.2	210.65	9.79	42.76	263.20	80.0	3.7	16.3
Swain	1,955	76	25.7	240.72	29.70	9.87	280.29	85.9	10.6	3.5
Transylvania	4,000	167	24.0	218.96	9.92	44.94	273.82	80.0	3.6	16.4
Tyrrell	1,106	47	23.5	247.01	8.71	34.87	290.59	85.0	3.0	12.0
Union	7,926	320	24.8	235.46	12.76	30.80	279.02	84.4	4.6	11.0
Monroe	2,923	127	23.0	207.52	8.66	44.55	260.73	79.6	3.3	17.1
Vance	3,463	144	24.0	231.72	6.50	41.25	279.47	82.9	2.3	14.8
Henderson	4,794	190	25.2	200.04	6.94	41.52	248.50	80.5	2.8	16.7
Wake	20,617	876	23.5	217.73	8.80	51.62	278.15	78.3	3.2	18.5
Raleigh	18,159	792	22.9	195.55	6.69	68.32	270.56	72.3	2.5	25.2
Warren	5,335	226	23.6	223.09	7.91	26.56	257.56	86.6	3.1	10.3
Washington	3,706	148	25.0	217.55	10.38	27.22	255.15	85.3	4.1	10.6
Watauga	3,692	158	23.4	244.26	10.12	30.67	285.05	85.7	3.6	10.7
Wayne	11,440	487	23.5	212.52	44.97	4.04	261.53	81.3	17.2	1.5
Fremont	528	23	23.0	214.59	8.02	39.29	261.90	81.9	3.1	15.0
Goldshoro	7,916	308	25.7	209.94	18.68	47.05	275.67	76.2	6.8	17.0
Wilkes	8,838	344	25.7	214.45	10.58	15.53	240.56	89.1	4.4	6.5
N. Wilkesboro	1,940	77	25.2	204.82	6.68	34.03	245.53	83.4	2.7	13.9
Wilson	5,032	202	24.9	270.47	15.33	19.20	305.00	88.7	5.0	6.3
Elm City	1,558	67	23.3	214.31	5.94	36.86	257.11	83.4	2.3	14.3
Wilson	7,451	295	25.3	212.36	7.96	59.78	280.10	75.8	2.8	21.4
Yadkin	5,234	220	23.8	229.23	10.38	23.55	263.16	87.1	3.9	9.0
Yancey	3,420	132	25.9	231.28	7.24	12.20	250.72	92.2	2.9	4.9

NDEA Expenditures in North Carolina Increased Sharply in 1963-64, Coordinator's Report Shows

During 1963-64, under National Defense Education programs, the public schools of North Carolina spent a total of more than \$6.5 million in federal and local funds under Titles III and V-A of the Act, an increase of more than \$2.1 million over the total amount spent during the previous year under these NDEA titles.

A comparison of the "Summary of Expenditures" for the period July 1, 1963 through June 30, 1964, prepared by the State National Defense Education office, with the report for the previous year shows that the total amount of funds spent under Title III to strengthen instruction in the areas of science, mathematics and foreign languages increased from \$3,488,764.47 to \$5,594,232.42, while the total spent under Title V-A to improve services in guidance and counseling and testing increased from \$936,416.75 to \$956,229.04. Total expenditures under both titles increased from \$4,425,181.22 to \$6,550,461.46.

Title III

In 1963-64, under Title III, 169 of the State's 171 local school administrative units, three public agencies (the Department of Mental Health, the Department of Juvenile Correction, and the State School for the Blind and Deaf), and the Governor's School expended \$5,594,232.42, of which \$2,797,116.14 was reimbursed from Federal funds for acquisition of equipment and for minor remodeling of laboratory space. The matching remainder was local funds.

The three subject areas under Title III received the following shares of the total expenditure:

Science	\$4,210,593.04	(75.1%)
Mathematics	505,768.06	(9.1%)
Modern Foreign Languages	877,871.27	(15.8%)

The report cites improvements made possible in the three instructional areas by the expenditures under Title III during 1963-64.

Science

"Existing science laboratories and classrooms in most public schools in North Carolina were improved . . . the building and equipping of new laboratory space has

been stimulated." Specifically, improvements included—

- Remodeling of 27 laboratories or classrooms at 12 schools in 10 administrative units.

- Equipping and furnishing 33 laboratories and classrooms in nine new school plants in seven administrative units, and equipping 10 laboratories and classrooms in new science wings at three schools in three administrative units.

- Securing science furniture for 30 laboratories in 12 existing schools in nine administrative units.

Mathematics

"Many items of equipment and many materials have been purchased to improve the mathematics program," the report states. "Through the use of these additional teaching aids, instruction in mathematics became more interesting and effective, and students consistently demonstrated increased interest in this discipline."

Modern Foreign Languages

"The use of newer methods of teaching modern foreign languages was also accelerated. . ." Special emphasis was placed upon "the audiolingual method of instruction with . . . concentration on learning to speak the language."

"Before the availability of NDEA funds, there were no formal language laboratories in the public schools of North Carolina. With the aid of NDEA funds, 36 formal language laboratories, nine of which were acquired during 1963-64, have been installed."

Guidance, Counseling, and Testing

Under Title V-A, which had as its main purpose the establishment and maintenance of testing and guidance programs in the public secondary schools, 149 of the 171 administrative units expended \$956,229.04 during 1963-64, of which \$397,625.95 was reimbursed from federal funds.

Of these administrative units, 123 participated in the guidance program, with 433 full-time guidance counselors serving 242,094 students in 607 secondary schools.

Speaker's Kit Distributed By Driver Education Staff

"Speaking of Driver Education North Carolina," a kit of materials for speakers prepared by the N. C. Traffic Safety Council, has been distributed to school superintendents and representatives of various organizations interested in this phase of traffic safety education.

John C. Noe, supervisor of Driver and Safety Education, State Department of Public Instruction, and other members of his staff, cooperated with the Council and the State Department of Motor Vehicles in preparing and distributing the speaker's kit. It is designed in conformity with recommendations of the Driver Education Study Committee established by the 1963 session of the General Assembly.

The well-designed brochure is currently being used by the N. C. Junior Chamber of Commerce for a State-wide speaking project in behalf of a high school program of driver education for all eligible drivers under 18 years of age, Noe said.

Of the public secondary school enrollment of 362,933, a total of 236,480 students were tested at least once during 1963-64. A total of 454,793 tests were administered, 214,181 of which were given in the 707 secondary schools in the 149 administrative units having approved testing projects.

Titles V-A activities were coordinated with Title III activities to improve the instructional programs in the participating schools throughout the State.

State Supervisory Services

In addition to the funds made available to local school administrative units under Titles III and V-A, federal funds are made available for State supervisory services. During 1963-64, supervisors were employed to assist local schools in the areas of science, mathematics, modern foreign languages, audio-visual instruction, instructional materials, and guidance and testing.

Three Tar Heel Teachers Win John Hay Fellowships

Three North Carolinians are among the 70 public high school teachers from 40 states and the District of Columbia awarded John Hay Fellowships in the Humanities for 1965-66.

They are Eugene D. Blackwelder, teacher of English at Concord High School, Concord; Mrs. LaRue M. Evans, teacher of history at Washington High School, Washington, and McLean Mitchell, teacher of history at Richard J. Reynolds High School, Winston-Salem.

Each John Hay Fellow will receive a stipend equivalent to his salary in addition to full tuition, a health fee, and transportation costs for himself and his family.

The teachers will receive a year's leave from their schools to study in the humanities at one of six universities: the University of California, the University of Chicago, Columbia, Harvard, Northwestern, and Yale.

Announcement of the awards was made on Feb. 26 by Dr. Charles R. Keller, Director, John Hay Fellows Program.

Ward Joins College Staff

Charles F. Ward, formerly a supervisor on the staff of the Curriculum Laboratory, Department of Community Colleges, assumed his new duties as director of technical and vocational programs at Southeastern Community College in Whiteville in January.

A native of Columbus County, Ward attended the University of Georgia and graduated from N. C. State at Raleigh. He taught mathematics at a high school in New York, then became a math and physics instructor at the Lenoir County Technical Institute. He later joined the staff of the Vocational Education Division, State Department of Public Instruction, transferring to the Department of Community Colleges in 1963. He has completed work for his master's degree in industrial education at N. C. State.

First Issue of New Education Magazine Features Article by Director of N. C. School of the Arts

An article by Dr. Vittorio Giannini, President of the new North Carolina School of the Arts at Winston-Salem, is featured in the first issue of *American Education* (January), the new magazine published by the U. S. Office of Education.

The new magazine replaces the familiar periodicals, *School Life*, and *Higher Education*, both of which were primarily aimed at professional educators and designed as professional journals.

Broader Purpose

Reasons for the changeover to a magazine-type publication are summarized in an editorial in the January issue. *American Education* is designed to appeal to a wider audience, while continuing to serve as a source of professional information. It "looks like a popular magazine," as the editorial observes, "We intend it to look so. It will be, we hope, a *highly* popular magazine."

"Education is . . . fundamentally the public's business, not the private or exclusive business of educators," the editorial declares. "For years . . . the Office (of Education) has been less than successful in reaching directly and regularly the great body of public-spirited citizens who think about education and support the schools."

"Like its predecessors—like all government magazines in fact—it exists to explain the work and serve the official purposes of the agency that publishes it, but it will do this work in the most interesting ways we can think of."

Music Project

Dr. Giannini's article, "Musical Treasure Hunt," discusses the work of the Juilliard Repertory Project, which involves the efforts of six prominent scholars in several periods and areas of musical history to unearth "buried jewels and to decide which ones are most likely to light up the eyes and catch at the hearts and minds of kindergartners and of children just a little bit older—the children in grades one through six."

A member of two faculties at the Juilliard School of Music, Dr.

Giannini is director of the Repertory Project. In cooperation with three outstanding music educators, the researchers are assembling a wide range of musical works ranging from early Christian chants through the melodies of the troubadours and minnesingers of the 13th and 14th centuries, renaissance, Baroque, romantic, and post-romantic, modern periods, and the folk music of all times.

The selections will be tested in six school systems. The purpose is to compile a broad selection, then to let the teacher "become his own anthologist," Dr. Giannini explains.

The titles of the other articles and features in the new magazine suggest the scope of its purview: "Ten Years of Deliberate Speed," "Talk, Talk, Talk to Deaf Children," "An All-Age, All-Job Program," "Our Own Language Barrier," "The New Look of Campus Living," "Education and the Bond Market," "Opportunities for Teachers Overseas," "Federal Money for Education," "Headstart for Children in the Slums," "Publications Checklist," and "Statistic of the Month."

American Education is a large-size (10¼ x 13¼) magazine, attractive in format, with numerous eye-catching illustrations, charts and tables. Single copies are 40 cents, subscriptions \$3.00 a year. Subscription orders should be mailed to the following address: Superintendent of Documents, Government Printing Office, Washington, D. C., 20402.

The editorial staff of the North Carolina Public School Bulletin joins in the congratulations and good wishes being expressed throughout the nation for resounding success in achieving the worthy objectives of American Education. The first issues exhibit the imagination and flair necessary to carry out the intention to appeal to a wider audience; the quality of the writing is such as to elicit general interest and readership; and the qualifications of the contributors such as to assure the respect of professional educators.

Over 400 Institutes in New Areas Under NDEA Scheduled This Summer; Nine in North Carolina

More than 400 institutes for teachers, supervisors and specialists in the new areas added to the National Defense Education Act by the 1964 amendments will be held this summer at colleges and universities throughout the nation.

These institutes are authorized under provisions of Title XI of the amended Act. Included in the total are 105 institutes in the area of English, 52 in reading, 83 in history, 40 in geography, 26 for school librarians, 36 in educational media, and 66 for teachers of disadvantaged youth.

Civics Institutes Planned For Summer at Chapel Hill

Two institutes for teachers of civics and government in North Carolina public schools will be held at the University of North Carolina in Chapel Hill this summer.

Sponsored by the State Department of Public Instruction in cooperation with the Institute of Civic Education, UNC Extension Division, the institutes are scheduled for June 20-July 3 and July 4-17.

Professor Albert Coates of the University's School of Law, director of the Institute of Civic Education, will direct the institutes.

Scholarships covering the cost of the institute, including room, board, books, and travel allowance, will be awarded to teachers recommended for participation by their superintendents.

The purpose of the institutes, according to the brochure announcing them, is "to help ninth grade civics teachers in particular, and high school teachers of government in general, in bridging the gap between government as it is taught in the schools and as it is practiced in the city halls, county courthouses, and state departments of North Carolina."

All participants will receive stipends of \$75 per week for the duration of the institute, plus \$15 a week for eligible dependents.

Nine of the institutes will be conducted on North Carolina campuses:

U. S. History

- Agricultural and Technical College of N. C., Greensboro; for teachers of grades 9-12; June 14-July 23. Director, Frank H. White.

- East Carolina College, Greenville; for teachers of Grades 9-12; June 8-July 31. Director, John C. Ellen, Jr.

- St. Augustine's College, Raleigh; for teachers of grades 9-12; June 21-July 30. Director, C. W. Oliver.

Geography

- East Carolina College, Greenville; for teachers of grades 7-12; June 7-July 16. Director, Robert E. Cramer.

School Librarians

- Appalachian State Teachers College, Boone; The Role of the Elementary School Library; Grades K-8; June 7-July 13. Director, Beulah Campbell.

Educational Media

- University of North Carolina, Chapel Hill; General Preparation for Service in Multiple Building Organization; Grades K-12; July 19-Aug. 24. Director, Kenneth M. McIntyre.

- East Carolina College, Greenville; General Preparation for Service in a Single and/or Multiple Building Organization; Grades K-12; June 16-Aug. 3. Director, Richard S. Spear.

Teachers of

Disadvantaged Youth

- Agricultural and Technical College of N. C., Greensboro; teachers, grades K-6, Southern Region; June 14-Aug. 6. Director, Leonard H. Robinson.

- Western Carolina College, Cullowhee; teachers, grades pre-school-6, Rural Appalachia; June 14-July 16. Director, Ray B. Sizemore.

NSF Math-Science Institute Planned at Campus in Boone

Fifty outstanding high school and mathematics students from the Southeast will be selected to attend a Summer Science Institute sponsored by the National Science Foundation at Appalachian State Teachers College, Boone, June 13-July 16.

Dr. F. Ray Derrick, head of ASTC's biology department, will direct the institute for the seventh year.

The National Science Foundation will pay all of the operational costs and part of the student participants costs (room and board) which amount to approximately \$145.50 for the five weeks.

Applicants were interviewed and tested at five centers in North Carolina and South Carolina and several other centers in nearby states. Successful applicants will be notified the latter part of April.

NDEA Language Institutes Set At Two N. C. Colleges

Eighty-seven institutes for advanced study for elementary and secondary school teachers of modern foreign languages and English as a foreign language will be held at colleges and universities throughout the United States this summer under Title XI of the National Defense Education Act.

Two of these institutes will be held in North Carolina:

- At Appalachian State Teachers College, Boone, an institute for 52 secondary school teachers of French, June 17-August 10. Director, Prof. J. Roy Prince.

- At East Carolina College, Greenville, an institute for 50 secondary school teachers of Spanish; June 16-Aug. 3. Director, Prof. Robert R. Morrison.

Participants in these institutes pay no tuition or other regularly required fees and receive a stipend of \$75 per week for the period of attendance at the institute, and an allowance of \$15 for each eligible dependent. No travel allowances are provided.

ECC Plans Biology Program

A special program for Eastern North Carolina students and teachers of high school biology, supported by a grant of \$11,835 from the National Science Foundation, will be held at East Carolina College, Greenville, July 14-Aug. 24.

Dr. Patricia A. Daugherty, associate professor of biology at ECC, will direct the summer program, which is designed to give students who have already completed a biology course a chance to share in a wide range of laboratory investigations, and to show teacher new materials and new ways to use them. It will be based on a new textbook.

Two Advanced Counselors' Summer Workshops Slated

Two Advanced Counselors' Workshops, sponsored by the Guidance Services, State Department of Public Instruction, will be held June 14-25 at East Carolina College and The University of North Carolina at Greensboro.

These workshop are designed to extend and enhance the counselor's understanding of social and economic conditions in the State and how these affect vocational development and career planning.

Dr. Frank G. Fuller will be the director of the workshop at ECC and Dr. Charles G. Morehead will direct the workshop at UNC-G.

Thirty counselors will be selected for each workshop. Instruction will consist of lectures, group discussions, and seminars conducted by the directors, assisted by nationally-known visiting consultants. Classes will be held each morning, and field trips to representative industries will be conducted in the afternoons.

The most tragic waste in our society is the waste of talent through failure to provide a needed financial boost to the qualified young men and women who want an education.—Lynn Townsend

State Board Amends Policy to Permit Colleges To Establish 'Horizontal' Sixth-Year Programs

The State Board of Education, at its February meeting, amended its policy covering the education of principals, superintendents, and other professional school personnel under the Sixth-Year Program to allow establishment of "horizontal" Sixth-Year programs at six colleges and universities in the State, subject to the conditions and standards governing the "vertical programs" now offered at two of the institutions.

Dr. J. P. Freeman, Director of the Division of Professional Services, State Department of Public Instruction, explained that both the "horizontal" and "vertical" programs are intended as terminal programs. However, the vertical program may lead to the doctorate. Both programs must meet the same standards and guidelines. Horizontal programs may be offered in M. A. degree institutions, while vertical programs are limited to institutions which are authorized and accredited to bestow earned doctoral degrees.

Vertical Sixth-Year programs are now offered at the University of North Carolina at Chapel Hill and Duke University. The policy amendment would make it possible for four master's degree institutions in the State to seek approval for Sixth-Year horizontal programs. These institutions are Appalachian State Teachers College, East Carolina College, North Carolina College, and Western Carolina College.

The Board's action, Dr. Freeman explained, does not automatically set up the horizontal programs. Rather, it permits their being set up, *provided* that the programs at the several institutions meet the State standards and guidelines for such programs, and *provided* that funds adequate to implement the program are appropriated by the General Assembly.

The motion to amend the policy was made by State Superintendent Charles F. Carroll and seconded by John M. Reynolds. It provides that "satisfactory completion of a horizontal program of a minimum of 60 semester hours of approved graduate, planned, nonduplicating

instruction (including a Master's degree)" at the six institutions, "or the vertical program at two institutions, the University of North Carolina, and Duke University, shall qualify a person for the same certificate—and the same stipend." It further provides that "an additional stipend shall be paid to the holder of the doctor's degree."

Under the amended policy, "the Division of Professional Services . . . is authorized to investigate and report to the State Board of Education when and if an institution has met the requirements of the State Board of Education as outlined in Publication Number 353, *Standards and Guidelines for the Approval of Institutions and Programs for Teacher Education*."

The amended policy was proposed by the State Board of Higher Education and the presidents of the six institutions. A similar policy was originally proposed by the Principals' and Superintendents' divisions of the North Carolina Education Association in March 1963, and in October 1963. At its January 1965 meeting, the State Board of Education received proposals from the Standards Committee of the State Advisory Council on Teacher Education regarding the horizontal programs and called for further study of the proposals by the several agencies and institutions involved.

Poster Puts Message Across

"It Pays to Stay in School — Don't Be a 'Dropout', is the message of a colorful poster recently distributed to high schools throughout the State by the Department of Public Instruction.

Conceived by Gilmore Johnson, State supervisor of Veterans' Education, and designed by William F. Pugh, staff artist with the Department of Community Colleges, the poster features a graph based on statistics furnished by the U. S. Department of Labor. It shows the difference in average annual and weekly income for those completing various levels of education.

N. C. Fund Stages Drive to Recruit Collegians For Expanded Volunteer Programs This Summer

A drive to recruit 250 college students for an expanded North Carolina Volunteers program this summer was launched by the North Carolina Fund the last week in February.

Plans called for the recruiting team to visit every one of the State's 56 college and university campuses by March 31, the deadline for applications. The recruiters showed a special documentary

Student Programs for May Scheduled at Planetarium

Four programs for school groups are scheduled during May at the Morehead Planetarium on the University of North Carolina campus at Chapel Hill.

Advanced reservations are required for student groups, said Donald S. Hall, assistant director of the planetarium. To make reservations, teachers or faculty sponsors need only send the Planetarium a card giving the time(s), day and date of the visit, the approximate number in the group, and the sponsor's name and address.

Programs for school groups are scheduled as follows:

Planets, 1965—for all grades; all about "our neighbors in space;" Wed., Thurs., Fri. and Sat., 11 a.m., 1 and 4 p.m.

Learning the Sky—for grades 1 through 4; an introduction to bright stars and constellations for May; Wed., Thurs. and Fri., 10 a.m. only.

Exploring the Sky—for grades 5 through 9; a more advanced introduction to stars and constellations of May; Wed., Thurs., Fri., 2 p.m. only.

Dante's Astronomy—for history, literature, and language classes; explains astronomy in the writings of Dante; every Saturday, 12 noon only.

Groups may arrange to see more than one program on the same day. There is a separate admission charge for each pupil for each program. One adult chaperone is admitted free with each 10 pupils. Admission charges: Children (through grade 6) 35 cents; Students (grade 7 through college) 50 cents; Adults, 75 cents.

Requests for reservations will be promptly answered, and complete study guides for the programs selected will be sent.

film on the 1964 Volunteers program, provided information on the 1965 program, and answered questions from interested students.

Achievements Cited

In announcing the new Volunteers program, former Governor Terry Sanford, who is chairman of the N. C. Fund's Board of Directors, declared that "the decision to run a new and expanded North Carolina Volunteers program this summer reflects the outstanding achievements of the 100 students who worked so successfully in last year's program."

"After talking with leaders from communities where volunteers worked last summer," Sanford said, "we are convinced that college students can make significant, permanent contributions to community action programs in North Carolina communities. Sanford characterized the work of the student volunteers as "an inspiring thing."

Last year, the initial N. C. Volunteers program involved teams working in six community action projects. The students started adult literacy programs, aided in pre-school training programs for disadvantaged children, drove bookmobiles into isolated areas, worked with mentally retarded children, and built and repaired houses, among other projects.

Plans Reviewed

Jack P. Mansfield, director of the Volunteers program, said that the 1965 program will last 11 weeks. After a four-day orientation period in mid-June, the students will form into teams of 15 to 20 members and will move into about 15 communities. Volunteers will receive room and board, plus a \$250 honorarium at the end of the service period. Each team will work under direction of adult advisors and local public service agencies.

During the first two weeks of April, applications will be screened by three boards—a campus review board, a regional board, and a State-wide committee, Mansfield said. The successful applicants will be notified by April 15.

Students Urged to Be Wary In Signing Up for Courses

A warning to high school students to be wary of claims made by salesmen offering expensive correspondence courses was issued recently by Gilmore Johnson, supervisor of business, trade and correspondence schools, State Department of Public Instruction.

"We urge that you seek advice from your guidance counselor, principal or teachers before you respond to letters promising short easy courses" which will prepare the student for "a career that is described as being 'exciting, glamorous, in great demand, and with high salaries,'" Johnson warned in a letter to high school seniors.

"The invitation to 'return the enclosed card' in such letters quite often leads to a visit by an agent of the school. Since the agent usually works on a commission, you and your parents may be subjected to a long session of high pressure sales talk which will probably end with you and your parents being asked to sign a contract and pay a down payment on the course. This does not permit you a chance to check on many things that are most important You should . . . make a complete check on the school in which you plan to enroll. . . .

"Your guidance counselor or your principal and teachers can tell you whether a school is a reputable and accredited school. Let them help you. Remember, it is your future that is at stake," the letter states.

Lists of reputable publishers of home study courses are maintained by the State Department of Public Instruction, and information on business and trade schools can be obtained from other sources, including the Employment Security Commission. A wide range of approved technical and vocational courses is offered at State-supported and established private institutions in North Carolina. Students should seek adequate information on what courses may be available at these institutions before signing contracts for correspondence courses.

The Attorney General Rules . . .

Education; Public Schools; City Board of Education; Authority of City Board of Education to Borrow Funds in Anticipation of the Receipt of Funds from the Public School Facilities Bond Act of 1963.

In reply to your recent inquiry: Your Board needs \$80,000 in additional funds to supplement building funds already available for 1964-65 fiscal year. You wish to expedite the construction of a third classroom building at your Junior High School so that it will be available at the beginning of the next school year. You intend to seek additional funds from the Board of County Commissioners in the form of a loan to be repaid from bond funds. This office has ruled that county commissioners can advance your Board money and that you can pay same out of the bond funds.

In the event the Board of County Commissioners will not advance you the necessary funds you would like to know if your Board can borrow the funds from a bank and pledge the receipts of 1963 bond funds as security. If this cannot be done you want to know if an individual Board member can borrow the funds, advance them to your Board with repayment from the bond funds. If this cannot be done you would like to know if your Board can borrow funds for this purpose and secure the loan with surplus property owned by the School and the further pledge of repaying same from the bond funds.

A survey of the Public School Law (Chapter 115 of the General Statutes, as amended) shows that local boards of education have no authority whatsoever to borrow funds or to pledge any security for repayment of same. As you well know, you have a State and local system of financing the public schools, and, putting to one side the sale of bonds for capital outlay purposes under the—and—County Acts, the financing procedure under the control of the Board of County Commissioners and the State of North Carolina is

the sole source of funds. We consider loans from the Literary Fund as a State source of financing. We said in a former letter that the County Commissioners could advance the funds because they are the local financing authority. There is no authority to mortgage surplus property nor is there any authority to borrow from the bank and pledge the receipt of bond funds. An individual borrowing the money and making it available would simply be doing indirectly what cannot be done directly. The individual would be simply a borrowing agent for the Board of Education.

We regret to say that we do not think that there is any authority for the objectives desired other than the advancement of the funds from the County Commissioners. Attorney General, February 16, 1965.

Public Schools; Transportation of Pupils for Vocational Education on Regular School Buses; Off-Campus Classes; Liability for Injuries to Students under Tort Claims Act while being Transported to and from Consolidated High Schools for Off-Campus Classes.

In reply to your recent inquiry: You state that your County operates three white consolidated high schools. Expansion of the vocational education curriculum requires transporting students from the consolidated high schools to nearby schools, for classes in bricklaying, carpentry, and cosmetology, where shop facilities are available in former high school buildings. There is insufficient space on the consolidated high school campuses to house and take care of these classes. Students report to their respective high schools each morning and are then transported by public school buses to their vocational classes at nearby schools. After these classes have terminated the pupils are transported in the same manner back to their respective high schools to complete their day's work. The same procedure is followed by vocational students in the afternoon classes except that

after these classes terminate the students are transported back to their respective high schools in time to return home by public bus. The buses are driven by certified bus drivers and students are assigned to their classes on campus and off campus by the principal.

You submit your question as follows:

"Are the students, while being transported to and from the consolidated high school for off campus classes, covered under the Tort Claims Act in case of serious accident or death resulting from an accident occurring during this time?"

As stated by you, vocational education under our system is an inherent and integral part of the public school system of the State. The fact that you are required by necessity to transport these pupils to other school facilities for these classes is a matter of administration and does not change the situation or the basis of liability under the Tort Claims Act. We assume that you are referring to G. S. 143-300.1, which appears on p. 282 of your Pamphlet of Public School Laws of North Carolina. You will note that the driver must be paid from the State Nine Months School Fund and be an employee of the county or city administrative unit. We are of the opinion, therefore, that students transported to and from the consolidated high school for off-campus classes in vocational education, as described by you in your letter of February 17, 1965, would be covered under the Tort Claims Act and that compensation in case of serious accident or death of pupils resulting from a negligent act or omission of the driver in operating such public school bus would be paid in accordance with the provisions of G. S. 143-300.1 and that such students while being so transported are covered under the provisions of the above cited section. Attorney General, February 22, 1965.

Revised Bulletin Gives Suggestions on Planning Courses of Study, Teaching Guides, and Syllabi

Suggestions for the Preparation of Courses of Study, Teaching Guides, or Syllabi, a revised brochure developed by the State Department of Public Instruction, is now ready for distribution to administrative units or individual schools on a request basis.

The bulletin, initiated by Dr. Vester M. Mulholland approximately two years ago, has been revised in recent weeks with the assistance of Howard Reinhardt, John Farmer, Dr. Joseph Johnston, and Joe Cashwell of the State Department of Public Instruction staff.

"Throughout the bulletin," according to Dr. Mulholland, "emphasis is placed on the fact that the ideas presented are *suggestions*, not mandates for individual schools or school systems as they comply with current requirements for preparing course outlines for all which is taught within the school."

Contents of the 15-page bulletin include four sections: "The Importance of Planning at the State and Local Level," "Fundamental Concepts Which Might Be Considered as Courses of Study Are Developed," "Suggested Content for Courses of Study," and "Suggested Procedures for Developing Courses of Study."

Ten reasons are cited in the brochure concerning the desirability of written courses of study; and a request is made that completed courses of study be sent to the Department of Public Instruction in order that staff members may be better informed and, in turn, be of greater service to school personnel throughout the State.

"Fundamental to the development of worthwhile teaching guides or courses of study," stated Dr. Mulholland, "is the acceptance of responsibility for making such guides meaningful at the local level. In order to achieve this goal, local educational personnel must, it seems, recognize and operate on such principles as the following:

- Purposes, objectives, and philosophy should reflect local needs, interests, and aspirations.
- Content need not be same in all schools nor in all school systems.
- Teaching techniques should vary in terms of age, ability, achievement, type of grouping, and the like.
- Evaluation should be regarded as part of the teaching-learning process; and approaches to evaluation should be in harmony with long-range and specific goals.
- Teaching guides should be used in terms of desirable flexibility and should frequently be reevaluated in terms of changing purposes, needs, and interests.

Copies of this bulletin are available upon request to Howard Reinhardt or Dr. Vester M. Mulholland, State Department of Public Instruction, Raleigh.

Art Educators' Work Shown In Display at Mint Museum

Perry Kelly, art supervisor with the State Department of Public Instruction, was one of four North Carolina educators whose works were displayed at the winter exhibit of "Piedmont Crafts—Metals—Glass—Clay—Wood—Fiber" at the Mint Museum of Art in Charlotte. Kelly's ceramic entry was entitled "Footed Jug."

Teachers whose works were exhibited included Lamar Brigman and Mary Mintich, Charlotte; and Paul Minnis, East Carolina College.

Kelly, who has been with the State Department for a year and a half, received his advanced education at the University of Florida and at Peabody College. Prior to coming to North Carolina, he was supervisor of art in Orange County, Florida. His chief media of art expression are ceramics and painting.

LOOKING BACK

In previous numbers of the North Carolina Public School Bulletin
Five Years Ago, 1960

A total of 613 National Defense Education Act Title III projects have been approved since the NDEA program got under way in North Carolina last fall, reported Henry Shannon, State NDEA coordinator. The projects represent 92 administrative units.

Ninety-nine counselors, of whom 44 are guidance supervisors with advanced training, are devoting full time to counseling duties, serving a total of 322 schools in the State, according to a report by Miss Ella Stephens Barrett, State supervisor of guidance services. The supervisors are serving 46 units.

Ten Years Ago, 1955

Dr. Santford Martin was named chairman of the State Board of Education at the board's February meeting. He succeeds former Lt. Gov. Luther Hodges, who became governor following the death of Gov. W. B. Umstead.

The State's first educational television station went into operation at the University of North Carolina in January. The 100,000-watt station, WUNC-TV, has studios at the University, N. C. State College, and Woman's College in Greensboro.

Fifteen Years Ago, 1950

North Carolina has the second highest pupil-teacher ratio of the 48 states, according to a survey by the NEA Research Division. The number of pupils per teacher in the State is 32.7, while the national average is 26.8. Louisiana has the highest ratio, 35.6.

Twenty Years Ago, 1945

Sen. Clyde Hoey recently issued a statement that he favors the Federal Aid to Education bill now before Congress, as long as the provision forbidding the Federal government to regulate or control State school systems remains in the bill.

Twenty-Five Years Ago, 1940

More than 500 children from two to five years of ages are enrolled in 11 white and 7 Negro WPA nursery schools in North Carolina, the Education Division of the WPA has reported.



Four-Year Study Completed

State Merit Pay for Classroom Teachers Not Recommended

Findings from the North Carolina Merit Pay Study, a four-year experimental project, in Gastonia, Martin County, and Rowan County, suggest the impracticability of a Statewide, State-administered program of merit pay at this time.

According to the final evaluation report, submitted to the General Assembly in April 12, merit pay programs are altogether possible at the local level and perhaps desirable in some instances.

Improving Classroom Teaching As Result of Experiment

"Evidence appearing in the final report is abundant to support both of these conclusions," said Superintendent of Public Instruction Charles F. Carroll. "Moreover," he continued, "the study has resulted in much valuable information which will be useful at the local, State, and national levels as continued efforts are made to improve the quality of classroom teaching. Those participating in the study, including the superintendents involved, have testified to the excellence of this merit pay experience.

"One entire section of the report," Dr. Carroll emphasized, "deals with lessons learned and suggestions for continued improvement in classroom teaching."

A large majority of the nearly 1,200 teachers in the three pilot centers who participated in this experimental study contend that the experience was the most useful in-service experience in which they had ever engaged. As a result of developing criteria which identify outstanding teaching and as a result of trying to teach in terms of these standards, teachers have declared with emphasis that

their teaching was considerably better than ever before, according to Dr. Vester M. Mulholland, who prepared the final evaluation report.

Need to Strengthen and Expand Current Programs and Efforts

Yet, instead of developing a State-wide, State-administered program of merit pay at this time, teachers, principals, supervisors, and superintendents—many more than otherwise—are convinced that every effort should be made to continue, strengthen, and expand other programs and efforts now under way at the State level for the improvement of teaching. Such programs and efforts include:

- The Program for the Professional Improvement of Teachers;
- The Scholarship Loan Fund for Prospective Teachers;
- Efforts to strengthen the total instructional program of the State by providing increasing numbers of supervisors and administrative assistants at the local level;
- Efforts to improve instruction through emphasis on educational television, experimentation in teaching and evaluation procedures, and special programs designed for special groups of students;
- Efforts to reduce the teacher load;
- Efforts to minimize interruptions which lessen the effectiveness of classroom teaching;
- Efforts to provide adequate teaching and administrative personnel for programs of special education and vocational education;
- Efforts to improve the salary schedule of teachers at the State level while encouraging at the same time additional financial support at the local level.

Reasons for Not Recommending A Statewide Program

In NOT recommending a Statewide, State-supported program of merit pay, the final report emphasizes the following significant factors:

1. The necessity for additional personnel to observe and identify meritorious teachers suggests the impracticability of a Statewide venture of this nature.
2. A Statewide program of merit pay would demand funds far in excess of those anticipated. Evidence from this study and from other experiments in the Nation suggests that base salaries for teachers must be sufficiently high to attract enough career teachers for selectivity to be possible before a program of merit pay can succeed.
3. Evidence suggests that the teaching profession and the general public do not at this time possess attitudes of a sufficiently positive nature concerning merit pay to justify participation in such a highly controversial approach to the improvement of instruction.
4. The establishment of a Statewide merit pay program which would demand much time in order to reasonably productive is unwise at this time, when evidence is so abundant throughout the State that priority should continue to be placed on other more positive approaches to the improvement of instruction which are now under way.

Merit Pay Programs Possible In Local Situations

On the other hand, the project report clearly indicates that locally organized and administered merit pay programs are possible, and no doubt desirable in some instances.

(Continued on page 4)

Superintendent Carroll Says . . .

(Excerpts from Chapter VII, Biennial Report of the State Superintendent of Public Instruction, 1962-64, Part One.)

We have made much progress in affording educational opportunities to all children—trainable, handicapped, normal, and gifted, but we shall not translate our belief into reality until:

- All children, beginning with kindergarten age, shall have opportunity to receive free instruction in the regular school term and in a summer session.
- All children remain in school until they achieve their potential.

We have made much progress in securing teachers, principals, and superintendents with college degrees, but we shall not translate our belief into reality until:

- All who teach are genuinely educated.
- All teachers are assigned exclusively to their subject fields.
- All principals are able to help teachers with instruction.
- All superintendents look ahead rather than wait to see "what's going to break" next.

We have made much progress in facilities and equipment, thanks to bond issues (State and local) and the National Defense Education Act, but we shall not translate our beliefs into reality until:

- All children, all staff members, and all administrative offices are adequately housed.
- All who teach and all who learn have modern, up-to-date books and other instructional aids, including the latest products of technology.

We have made much progress in financing education, reflecting the commitment of the State, but we shall not translate our beliefs into reality until:

- All local administrative units assume, through a special supplementary tax, some responsibility for current expense as well as capital outlay.
- The State of North Carolina, acting through the General Assembly, develops a continuing formula for financing education, both current expense and capital outlay—the formula to be of such strength as (a) to require local participation according to ability and need, and (b) to require county and city boards of education to maintain accredited status for all the schools within their jurisdiction as a prerequisite for receiving financial aid.
- The Federal Government, acting through the Congress, accepts its role in public education as a national objective with federal funds being made available to State Boards of Education for use by State Boards in strengthening whatever phase of public education is most compelling and urgent.

We have made much progress in orienting members of county and city boards of education to the authority and the responsibility of their positions, but we shall not translate beliefs into reality until:

- Same educational qualifications are declared as a prerequisite for membership on a board of education.
- Each member of the board feels that the full unit is his area of responsibility rather than the particular district in which he resides.
- Board of education are paid for their services in such an amount as to permit them to travel, to study, and to devote some daylight hours to education.
- Boards of education are given the opportunity to become acquainted with the educational program as well as the financial program.

We have made much progress in State level administration, but we shall not translate beliefs into reality until:

- The State Department becomes one coordinated agency responsible for all State-level services to the public schools of the State.
- The State Department is financially able to continue to recruit the best people in the State and nation as consultants and house them adequately in one location in Raleigh.
 - The rigidity of uniformity, in all State-level practices and procedures, yields to the fluidity of local initiative and desire.
- The State staff conceives its primary function to be one of leadership rather than regulation.
- Each member of the State staff feels an obligation for all levels and types of education, rather than just his area of specialization.

Without law there can be no freedom, except the freedom of the jungle, and no justice. Inculcation of 'love of laws,' therefore, is the most fundamental task of education in a free society. This embraces, of course, love of laws under which the laws themselves may be changed. — George S. Counts

Good education is not so much one which prepares a man to succeed in the world as one which enables him to sustain failure. — Bernard Iddings Bell

When the truth is in your way, you are on the wrong road. — Josh Billings

Inducting a child into the mysteries of reading is one of the fascinating aspects of teaching. No other skill is so important. When we do the job well we give to the individual a key with which he can unlock the door of opportunity and the heritage of the universe. — Ruth Coyner Little

Education as a socializing process is the business of helping subgroups to see their relation to the whole. A subgroup is like a spoke in a wheel; loyalty to a subgroup can be made the strength of a larger loyalty. — Everette R. Clinchy

Let's . . . face the fact that a teacher works hard, is often tired, does not have anywhere near the virtues that the texts on education assign to him or her, and that we have no right to expect that the teacher can be all things to all people. It's hard enough to teach the required subjects without being expected to be a psychotherapist in the areas where psychiatrists and psychologists have failed. — Lee R. Steiner.

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CHARLES F. CARROLL
State Supt. of Public Instruction
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EDITORIAL BOARD
J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN

April, 1963

Ready for Additional Leadership

North Carolina's four-year experimental study in teacher merit pay has resulted in a number of observations, findings, and conclusions which, if carefully studied at the State and local level, should bring about continued improvement in classroom teaching.

Evidence is abundant, according to the final report of the study, that teachers, by and large, want to do an excellent job in the classroom. To this end, they earnestly desire more assistance and increasingly more competent assistance through their principals and supervisors. Competence at this level in recognizing the characteristics of outstanding teaching is mandatory, teachers contend, if teaching is to become more and more effective. They also maintain that even though the ability to identify superior teaching may be different from the skill of offering suggestions for improving teaching, they want and need both competencies in their professional advisers.

Nor is this too much to expect!

Just as teacher preparation is a continuing, lifetime process, so is preparation for administration and supervision. The merit project report indicates that teachers would like for college preparation experiences for prospective administrators and supervisors, as well as those for teachers themselves, to become increasingly effective throughout the State. This the report recommends. Teachers would like for principals and supervisors to have additional opportunities to grow on the job, especially through State-sponsored efforts to improve the competencies of principals and supervisors in helping teachers become better teachers. This the report also recommends.

Finally, teachers would like for State and local school authorities to plan workshops, study courses, seminars, and the like, through which they, along with their principals and supervisors, might study and share ideas concerning the best that is known about the

characteristics of good teaching. This the merit report also recommends.

North Carolina, for many reasons, seems not ready for a State-wide, State-supported program of teacher merit pay, but teachers in North Carolina are indisputably ready to accept additional and competent assistance in trying to become outstanding teachers.

A Way to Expand Learning Opportunities

The longer school year, in one form or another, is gradually being accepted as altogether proper in an age in which knowledge is increasing so rapidly, in an age in which motivation for learning at one's full capacity is more apparent than ever before, and in an age in which the economy seems unable to provide many older youth with profitable summertime employment.

Though the summer session has taken on new life in recent years, with particular emphasis on enrichment and acceleration, other approaches to wise utilization of time, energy, and intellect are also being explored. A number of schools in the Nation, some with and some without summer school opportunities, are emphasizing spring planning in terms of worthwhile summer activities for increasingly larger numbers of the school population.

It is more and more commonplace, for example, for school libraries to be open in the summer. Similarly, under responsible leadership, students, in larger numbers than ever before, are being afforded opportunities to visit museums, art galleries, industry, institutions of higher learning, building projects, and the like during the summer months. Top-notch recreational programs are frequently characterized by efforts to correlate educational and recreational pursuits. And, in some in-

Capsule Comment

"Leadership" is difficult to define, but it is obviously related to "attracting" or "drawing forward" rather than to "pushing" or "shoving." The art of leadership, then, is as far as possible to motivate others by persuasion, by arousing interest in attractive goals, rather than by forcing or pushing them.

stances, business, industry, and government are providing learning situations for older youth with emphasis on intellectual growth, not on remuneration.

One of the most promising approaches to continued learning, especially in areas in which wide reading is so important, is that of teacher-student planning in the spring for worthwhile reading projects in the summer. For projects of this nature to be productive several criteria are imperative:

- A climate for continuous learning must prevail among teachers, students, and members of the larger community.
- Teachers must recognize and respect the strengths, weaknesses, interests, and aspirations of students as individuals.
- Students themselves must understand the dual motivation of pleasure and profit which must characterize such projects if they are to be productive.
- There must be sufficient planning with parents that undue force not jeopardize the purpose of the tailor-made program. Such programs must be made to dovetail with other summer activities without emotional frustration.
- Arrangements should be made for intelligent appraisal and recognition of summer efforts after school has resumed in the fall.

Evidence is abundant that thousands of youth would welcome guidance of this nature—under conditions, such as the above, which make sense to them. Fortunately, there are fewer and fewer communities in North Carolina where such an approach would seem futile.

State-Wide Merit Pay for Classroom Teachers Not Recommended . . .

(Continued from page 1)

Evidence is convincing, however, that even at the local level certain conditions are necessary for the success of such programs. Among the most important of those cited in the report are the following:

1. Teachers, plus administrative and supervisory personnel, must possess positive rather than negative attitudes toward the feasibility of a merit pay program.
2. All teachers in an administrative unit must be active participants in such a program.
3. There must be sufficient administrative and supervisory personnel, including a full-time coordinator, to work with all teachers and to observe all teachers.
4. There must be enough financial assistance to reward every teacher who is adjudged superior.
5. Non-uniformity in teaching must be respected.
6. Responsibilities and duties of teachers other than those of classroom teaching must be agreed upon in deciding who the superior teachers are.
7. The salary base at the local level must be high enough to attract competent career personnel.

Specific Recommendations To General Assembly

Finally, the report recommends four additional efforts at the State and local level for the improvement of instruction:

- Determined efforts to formulate, in cooperation with institutions of higher learning which prepare teachers, effective preparation programs for all types of educational personnel
- A dynamic program designed to attract prospective career teachers into the profession
- Efforts at the State and local level to determine the characteristics of good teaching
- Professional and financial efforts in providing for well-planned programs of interschool visitation

The recommendations, it should be emphasized, are in addition to the widespread agreement as to the necessity for continuing, strengthening, and expanding the eight current programs and efforts mentioned above for the improvement of instruction across the State. There is a decided feeling among teachers and administrators, the report indicates, that North Carolina has yet to reach its potential in the improvement of teaching under existing programs and efforts for attaining superior teaching in as many classrooms as possible.

"The inescapable conclusion from the findings of this study is the necessity for continuous efforts through many avenues to improve the quality of all educational personnel as well as the quality of the teaching act itself," declared Dr. Carroll.

Valuable Statistics Included in Final Report

The final report is replete with statistical data relative to certification, experience, race, and sex of all teachers in each pilot center, of all teachers who volunteered for classroom observations in anticipation of receiving a \$500 merit increment, and of all teachers receiving increments.

In 1962-63, 45 percent of all teachers in the three experimental centers volunteered for supervisory classroom visits in anticipation of being rated as superior teachers. Approximately 47 percent of those volunteering were actually selected as outstanding teachers and, in turn, received \$500 each for their meritorious performance in the classroom.

During the following year, with Martin County not participating in the study because of unforeseen community problems, the percentage receiving merit increments was higher. Of the teachers who were awarded merit increments for two successive years, 41 had 11-20

years' experience; 41, over 20 years' experience; 27, 5-10 years' experience; and 4, less than five years' experience. In terms of certification, 87 held Class A certificates and 26 held Graduate certificates.

History of Project

This project, known as the North Carolina Teacher Merit Pay Study, was authorized by the 1961 General Assembly and continued by the 1963 Legislature. Involving nearly 1,200 teachers in the three pilot centers, the project was intended to determine whether it is practicable to pay meritorious teachers additional salary for their excellence in classroom teaching. Underlying this general objective was the basic feeling that improvement in teaching would likely take place if well-planned, determined efforts were made to identify and reward superior teaching. The project, which cost approximately \$400,000, is recognized as one of the most significant ever undertaken in the sensitive area of merit pay.

Comprehensive Nature Of Final Report

The final report, comprehensive in nature, includes sections on:

- Historical Overview of the Concept of Merit Pay for Teachers
- Policy Positions of Representative Educational Organizations Relative to Merit Pay
- Strengths and Weaknesses of Merit Rating as Viewed by Representative Writers
- North Carolina's Early Interest in Merit Rating
- Organizing the Experimental Program at the State Level
- Initiating the Experimental Program at the Local level
- Statistics Pertaining to the Study
- Reactions to the Experiment as Revealed Through a 180-Item Opinionnaire
- An Analysis of Reactions of Recipients and Nonrecipients of Merit Increments
- Reactions Through 507 Voluntary Interviews

(Continued on next page)

Merit Pay Study . . .

(Continued from page 4)

- Appraisal of Study of Principals, Supervisors, and Members of Local Steering Committees
- Evaluation of Study by the Superintendents Involved
- A Summary of Substudies Carried on in Each Pilot Center
- A Composite of Major Observations and Conclusions
- Major Findings and Recommendations

There is reason to believe that the evaluation of this merit pay experiment, now reported in a 150-page publication, is the most thorough and complete of any such experiment every made, Dr. Carroll said. "As such, its usefulness in the improvement of instruction is unlimited." Lessons learned in terms of organization and administration, criteria for classroom teaching, observers, observation, conferences, teacher morale, communication, evaluation, and outcomes are delineated in some detail in a special section of the report, which will be of interest to educators, not only in North Carolina but in the Nation also.

Personnel Involved

Operational plans and policies, including criteria for determining superior teaching, were cooperatively developed in each pilot center during the first year of the project, under the direction of Dr. Brank Proffitt, director of the program, and Robert G. Aldous, assistant director. Dr. Joseph Johnston succeeded Dr. Proffitt as director of the study after Dr. Proffitt resigned to accept the superintendency in Burlington. The project report was prepared by Dr. Vester M. Mulholland, director of educational research for the State Department of Public Instruction with assistance from Mrs. Erma T. Scarlette of Rowan County and the local coordinators of the experimental study: G. Harold Miller, Gastonia; Jesse C. Carson, Jr., Rowan County; and Furney K. James, Martin County. Nearly 1,200 teachers were involved in the experiment.

Sources of Information

Findings and conclusions on which recommendations were made to the General Assembly were based on information, subjective and objective, from the following sources: statistical data; opinions of 1,121 teachers as revealed through a 180-item opinionnaire; opinions and attitudes of 507 teachers, principals, and supervisors as revealed through private, voluntary interviews; the considered judgments of 96 members of local steering committees; conclusions of six local substudies in the three pilot centers; reactions of the superintendents involved in the study; and data from the confidential files of principals and supervisors.

Availability of Report

The project report has been distributed to superintendents throughout the State for study and appraisal. Additional copies at \$1 each are available through the Division of Publications, State Department of Public Instruction.

Science Students Get Look At Duke Research Projects

Outstanding high school science students—about 230 of them—and their teachers from across the State, gathered at Duke University on March 28-29 for the seventh annual N. C. Junior Science and Humanities Symposium.

Six of the junior scientists presented papers reporting on their own research projects. They were selected by a special committee of the N. C. Academy of Science. The symposium is held under auspices of the Army Research Office—Durham, in cooperation with the Academy, Duke University, and the State Department of Public Instruction.

The students also visited various research laboratories at Duke and heard principal investigators of research projects under way discuss their work.

Charlotte-Mecklenburg ETV Station to Begin Operation

North Carolina's first educational television station operated by a local school system is scheduled to begin broadcasting in May. Station WTVI, the Charlotte Mecklenburg system's \$1.2 million UHF television facility, will present community programs during the summer and will be used by the schools beginning in September.

Wide Spectrum

Channel 42's programming will include a wide range of fare for adults as well as children and youth, said Dr. A. Craig Phillips, superintendent of schools.

Miss Dona Lee Davenport, the school system's director of radio and television, explained that almost half of the programs will be aimed at the adult population. The morning and early afternoon hours will be devoted to school lessons for students. Training programs for teachers and interested adults will be presented from 3 to 4:30 p.m., followed by special feature programs for young people on subjects such as science, hobbies and travel.

From 6 to 10 p.m., programs designed for adults will be presented. These will include discussions by prominent persons in many fields, advice on how to handle children, adult education courses, and a variety of cultural and entertainment programs, such as dramas, concerts, and dance. Many of the programs will originate locally.

Special Facilities

Charlotte has been experimenting with educational television since 1957, when the schools did some broadcasting over commercial stations. Ground was broken last fall for the new WTVI building.

Superintendent Phillips said the local investment in ETV facilities, including present commitments, is \$657,038. Through federal grants, facilities and equipment valued at \$1.2 million have been secured, including the station and 1,144 television sets for the schools.

School Officials Advised on Civil Rights Act Compliance Plans at Second Series of Meetings

The second round of area meetings of local school officials to consider means of complying with Title VI of the Civil Rights Act took place at Marion and Lexington on April 8 and at Raleigh and Kinston the following day.

Dr. Charles F. Carroll, State Superintendent of Public Instruction, called the meetings following communications with the U. S. Office of Education concerning guidelines for the preparation of plans of desegregation required by Federal regulations under the Civil Rights Act.

Similar meetings were held Jan. 13-14 at Raleigh and Hickory. After these meetings, at which the local school superintendents, board members, attorneys, and others were briefed on the regulations, many of the local school units prepared plans of desegregation to be submitted to the Office of Education.

Decision Delayed

Subsequently, Dr. Carroll advised the 170 county and city school superintendents to halt further action in preparing the plans or in submitting court orders, because in conferences with Washington officials, "we have been informed that official guidelines and criteria for . . . evaluating a plan for school desegregation have not been developed."

Dr. Carroll informed the superintendents in a letter the second week in March that a number of the 50 local plans for desegregation submitted to his office had been taken to Washington for consideration but that "no decision was obtained on any of these plans in the absence of the adoption of written guidelines and criteria at the federal level."

Geographic Principle

At the April meetings, Dr. Carroll, Assistant State Superintendent J. E. Miller and Deputy Attorney General Ralph Moody ex-

plained the types of plans "most likely" to be acceptable. Miller stated that plans based on the geographic zoning principle probably would be most acceptable. "Transfer provisions may be included in the plan if they would not lead to re-segregation," he told the educators.

Moody said that it was not at first believed that desegregation of school faculties would be a requirement, under the Civil Rights Act. Dr. Carroll stated that he had been advised by Francis Keppel, U. S. Commissioner of Education that "there is no question on our part but that the desegregation of staff is an inevitable part of the process of school desegregation."

Commissioner Keppel also stated, Dr. Carroll said, that there are "certain disadvantages to the issuance of fixed guidelines" on desegregation plans because "special local conditions might require variations."

Court Orders

Furthermore, Dr. Carroll said, Commissioner Keppel had advised him that only Federal court orders requiring desegregation in a school district will be acceptable as proof of compliance. Court orders "which do no more than remit the parties to continued negotiations" would not suffice, Keppel said.

Our most valuable possessions are those which can be shared without lessening; those which, when shared, multiply. Our least valuable possessions are those which when divided are diminished. — William H. Danforth

As educators our main aim must be the development of the emotional maturity, imagination, and understanding necessary for living together in a world grown small. — Willis H. Scott

Dr. Carroll Hails Trend To Single-District Units

"This will do more to unify and coordinate school units in North Carolina than anything in my day—and that has been a long day."

With those words, Dr. Charles F. Carroll, State Superintendent of Public Instruction, hailed the action of the State Board of Education at its April meeting in approving petitions from 50 county school administrative units to abolish existing school district lines, thereby making each of the units a single district.

Board's Request

The decision of the 50 units to redistrict followed the Board's adoption on March 4 of a resolution that teachers will be assigned to counties without regard to race, in order to conform with Federal regulations under the Civil Rights Act. A. C. Davis, Controller of the State Board of Education, subsequently requested each of the county boards to file with the Board by April 1 a map showing school districts that are not overlapping or gerrymandered. Heretofore, many county units have included overlapping white, Negro, and/or Indian school districts.

State Deputy Attorney General Ralph Moody had advised that the units make such adjustments in school district lines, if needed, to comply with the Federal requirements.

More Efficient

Dr. Carroll stated that in addition to conforming with the requirements, the abolishing of multiple school districts within administrative units is a major step toward greater efficiency in school administration.

With the Board's action, 129 of the 170 administrative units are now one-district units, he pointed out. The Board approved multiple districts for 19 counties; 22 counties had not filed redistricting plans by April 1; all city units were already single districts.

Governor Moore Recommends Seven Steps to Meet 'Most Pressing School Needs' in Budget Message

Governor Dan K. Moore, in his budget message to the General Assembly on March 19, recommended seven "specific steps to meet the most pressing needs of the public schools."

Six of the steps proposed by the Governor would involve expenditures above the appropriations recommended by the State Advisory Budget Commission.

The seven proposals, in the order listed in the message, were as follows:

Reduce Class Size

1. (a) That class size be reduced by three student in grades one, two and three by employment of an additional 1,472 new teachers, at a total cost of \$16,101,065. The "B" budget recommendation would have reduced class size by one students in all eight elementary grades at a total cost of \$11,503,868, the Governor stated; thus his recommendation would require only an additional \$4,597,197 over the budget recommendations proposed.

(b) That if revenues should increase beyond present estimates, the General Assembly "seriously consider" reducing the number of students per teacher by one for grades four through eight.

Increase Salaries

2. (a) That salaries be increased for public school instructional personnel paid from the nine months' school fund, at the rate of 5 percent, to be effective July 1, 1965, at a cost for the biennium of \$24,823,455; with an additional 5 percent increase, effective for the second year of the biennium, at an additional cost of \$12,499,930. This would require an additional \$30,585,005 over the salary increases of \$15 per month recommended in the "B" Budget, at a cost of \$6,738,380.

(b) That comparable salary increases be provided for teachers of vocational education by redirecting non-State funds for vocational education which are now included in the "B" Budget.

Add Remedial Teachers

3. That an appropriation of \$930,394 be made to provide for addition of 85 remedial teachers for children with speech or hearing difficulties or crippling physical impairment, and for children who are hospitalized or who are not physically able to attend public school.

Restore Continuing Contract

4. That the continuing contract for public school teachers be restored. No additional funds are required to carry out this recommendation.

Extend Principals' Term

5. That the term of employment of public school principals be extended so that they will serve and receive salary for a period of 10 $\frac{1}{4}$ to 11 months each school year. This would require an additional \$633,910.

Eliminate Book Fees

6. That the State appropriate \$3,381,416 for purchase of supplemental elementary school books, based upon \$2 per student, which would eliminate these book fees, as a "clear indication" of legislative intent to prohibit elementary supplementary book fees "and to relieve students and parents of the burden of paying all school and book fees at the earliest possible time."

Provide More Lunches

7. That if additional federal assistance to provide support for additional school lunches for needy students does not materialize, the General Assembly appropriate \$808,732 for this purpose.

The Governor also urged that local school units be encouraged to make more use of the skilled services of full-time and part-time guidance counselors.

Shall I tell you the secret of the true scholar? It is this: Every man I meet is my master in some point, and in that I learn of him. — Ralph Waldo Emerson

Dr. Howard Thompson Named Head of New Wilkes College

Dr. Howard E. Thompson, superintendent of Chapel Hill Schools since 1963 and former principal of Wilkes Central High School at North Wilkesboro, was elected president of the new Wilkes Community College on March 5.

The State Board of Education approved his election to the post at its April meeting.

A native of New York State, Dr. Thompson is a graduate of Springfield (Mass.) College. He received his master's degree from Ohio State University and his Ph.D. in educational administration from the University of North Carolina.

He was principal of Wilkes Central for nearly 10 years before becoming superintendent at Chapel Hill. Prior to that, he was a professor, department head and director of athletics at Missouri State Teachers College. He was director of physical education and athletics for the city schools of Plattsburgh, N. Y. for four years, and he has taught courses at UNC, Appalachian State Teachers College, and Western Carolina College. He also did departmental organization work at Cedarville and Springfield colleges.

During World War II, he served in the Navy, and he holds the rank of commander in the Naval Reserve.

Supervisor Receives Award

Mrs. Ruth Lawrence Woodson, supervisor of elementary education in the State Department of Public Instruction, was recently presented an award of merit by the North Carolina Resource-Use Conference.

The award, bestowed in recognition of her achievement in the field of resource-use education, was presented at the group's meeting held at North Carolina College in Durham.

State School Facts

APRIL, 1965

Rate of Enrollment Increase Slackens This Year, Number of Classrooms Needed Increases Sharply

The increase in enrollment in North Carolina's public schools at the beginning of the 1964-65 school year was substantially less than the annual enrollment increases for the previous seven years, but the number of instruction rooms needed increased sharply for the second year in a row.

These are among the significant findings contained in the 1964 North Carolina Public School Survey issued by the State Superintendent of Public Instruction. Based on data furnished by the superintendents of the 171 local administrative units, the annual report is prepared by the Statistical Services of the State Department of Public Instruction.

Enrollment Increase

The 1964 survey report discloses that elementary school enrollment at the beginning of the year decreased by 1,101, or 0.13 percent, from the enrollment at the beginning of the previous year, while the high school enrollment showed the least increase in four years—11,472 or 3.59 percent. Total enrollment increased 10,371, or 8.9 percent, as compared with an increase of 26,982, or 2.36 percent, the previous year.

Commenting on the fall enrollment figures W W Peek, director

purposes during that period (4,520), as shown in the accompanying table derived from data contained in Fall Surveys for those years.

Comparison of the year-by-year statistics discloses increasing numbers of students attending classes in unsatisfactory quarters. This year, the total number of such students was 101,181, an increase of 28,512 over last year's total. An additional 1,362 students are attending school in "double shifts," an increase of 775 over the previous year.

Professional Personnel

A total of 46,830 professional personnel were employed in North Carolina's public schools at the end of the first month of the current school year, the report shows. This represents an increase of 1,378 over the number employed at the same time the previous year. Of the new positions, 718 are in elementary school and 660 in high school. The total increase in professional personnel since 1956 has been 8,774, of which 3,884 were in elementary school and 4,890 in high school.

The 1964 Survey statistics on professional personnel indicate continuing improvement in a number of areas:

PERSONNEL SURVEY, NORTH CAROLINA PUBLIC SCHOOLS, 1956-1964

Year	SCHOOL ENROLLMENT			PROFESSIONAL PERSONNEL		
	Elementary	Increase	Per Cent Increase	Elementary	Increase	Per Cent Increase
1956	782,500	—	—	26,191	—	—
1957	797,435	14,935	1.91	26,821	630	2.41
1958	810,680	13,245	1.66	27,298	477	1.78
1959	824,499	13,819	1.70	27,821	523	1.92
1960	839,916	15,417	1.87	28,600	779	2.80
1961	859,900	19,984	2.37	29,885	1,285	4.49
1962	840,059	19,159	2.23	30,162	277	0.93
1963	848,194	8,135	0.97	30,464	302	1.00
1964	847,093	-1,101	-0.13	31,182	718	2.30
Year	High School			High School		
	Elementary	Increase	Per Cent Increase	Elementary	Increase	Per Cent Increase
1956	226,882	—	—	9,823	—	—
1957	239,927	13,045	5.75	10,325	502	5.11
1958	250,491	10,564	4.40	10,758	433	4.19
1959	257,514	7,023	2.80	11,428	670	6.23
1960	262,110	4,596	1.78	11,550	122	1.07
1961	280,472	18,362	7.01	12,314	866	7.57
1962	300,922	20,450	7.29	13,260	946	7.68
1963	319,769	18,847	5.80	14,988	1,728	13.03
1964	331,241	11,472	3.59	15,648	660	4.22
Year	Total			Total		
	Elementary	Increase	Per Cent Increase	Elementary	Increase	Per Cent Increase
1956	1,009,382	—	—	36,014	—	—
1957	1,037,362	27,980	2.77	37,146	1,132	3.14
1958	1,061,171	23,809	2.30	38,056	910	2.45
1959	1,082,013	20,842	1.96	39,299	1,243	3.13
1960	1,102,026	20,013	1.85	40,150	851	2.30
1961	1,120,372	18,346	1.64	41,199	2,049	5.10
1962	1,140,981	20,609	1.84	42,422	1,223	2.90
1963	1,167,963	26,982	2.36	43,452	2,030	4.67
1964	1,178,334	10,371	0.89	46,830	1,378	2.94

INSTRUCTION ROOMS SURVEY, N. C. PUBLIC SCHOOLS, 1956-1964

Year	Number rooms available at beginning of school year			Additional rooms needed at beginning of school year			Number rooms abandoned during school year			Number rooms actually completed during year		
	1956	1957	1958	1959	1960	1961	1962	1963	1964	1956	1957	1958
1956	34,264	36,240	37,711	38,599	39,676	40,753	41,830	42,907	43,984	853	570	431
1957	36,240	37,711	38,599	39,676	40,753	41,830	42,907	43,984	45,061	1,596	1,394	1,614
1958	37,711	38,599	39,676	40,753	41,830	42,907	43,984	45,061	46,138	1,394	1,614	1,615
1959	38,599	39,676	40,753	41,830	42,907	43,984	45,061	46,138	47,215	1,614	1,615	1,615
1960	39,676	40,753	41,830	42,907	43,984	45,061	46,138	47,215	48,292	1,615	1,615	1,615

the enrollment data" for 1964—"the fact that 41 of the 171 administrative units reported an overall enrollment *decrease*, which means that the rate of increase in many units is far greater than the average rate for the State as a whole."

Classrooms Needed

Despite this decided slackening in the rate of enrollment increase, the need for additional instruction rooms continues to grow more urgent, the report shows.

The seriousness of the shortage of instruction rooms may be judged from a comparison of the total number needed at the beginning of the current school year to accommodate excess enrollment and to replace unsatisfactory facilities (11,235) with the total number of instruction rooms completed during the preceding *eight years* (13,300). The total number of classrooms scheduled for completion during the current school year is 1,776.

The total number of instruction rooms needed this year includes 3,274 rooms to take care of existing excess enrollment, and an additional 7,961 rooms to replace unsatisfactory facilities now in use, such as quarters not owned by the board of education; mobile, portable, or other temporary classroom structures; and improvised quarters within existing buildings.

Urgent Situation

This urgent need for additional instruction rooms exists despite the fact that the total number of instruction rooms completed during the previous eight years is nearly three times the total number of rooms abandoned for instructional

tificates, as compared to 34,004 in 1956 and 38,460 in 1960.

The number of persons teaching "out-of-field" (those teaching for more than half of the school day at a grade level or in a subject field for which they are not specifically prepared) has decreased steadily through the years from 695, or 1.93 percent, in 1956 to 348, or 0.74 percent this year.

Men Employed

Men now constitute 23.25 percent of the total professional personnel, as compared to 20.20 percent in 1956, and 61.85 percent of the men currently employed are in high school positions, as compared with over 70 percent in 1956. The number of men professionally employed in the public schools has increased by 512 over the number employed a year ago (10,888 as compared to 10,376).

Non-Teaching Personnel

There has been a steady increase in the number and percentage of professional personnel holding non-teaching positions, such as principals, supervisors, counselors, full-time librarians, from 1,268 or 3.4 percent in 1957 to 3,244 or 6.88 percent this year.

Local Supplements

Expenditures by local units to supplement teachers' salaries have continued upward since 1956, when the first Fall Survey showed 12,906 persons, or 35.84 percent of the total professional personnel receiving local salary supplements. This percentage has increased at a steady rate each year since, and the 1964 figures show 22,456 persons, or 47.95 of the total, receiving such supplements.

A total of 2,963 instructional personnel (6.24 percent) are paid entirely from local funds, as compared with 1,884 or 5.07 percent in 1957.

New Teachers

The 1964 Survey shows that 7,500 teachers, supervisors, and principals (16.01 percent of the total) were new in their present unit at the beginning of the current school year. Of this number, 4,506 were in the elementary field and 2,944 in high school. Of the elementary total, 1,733 were "brand new" teachers (without previous experience), 889 were former teachers returning to the profession after a period of absence, and 1,884 were transfers from other units or other states. In high school, 1,318 were "brand new," 428 were former teachers, and 1,248 were transfers.

The number of teachers without prior experience, 3,051, exceeds the number reported in any previous survey, Peek noted, "an encouraging fact in the light of the large increases in staff in recent years."

The table below shows the source of new teachers each year since 1956.

NEW TEACHERS

Year	Total New in Unit	"Brand New" Teachers	Former Teachers Returning	Transfers
1956	5709	2114	1193	2402
1957	5585	2154	1285	2146
1958	5234	2138	1141	1955
1959	5522	2352	1210	1910
1960	5459	2258	1228	1978
1961	6626	2578	1135	2913
1962	5832	2533	1123	2178
1963	7525	3033	1414	3078
1964	7500	3051	1317	3132

Classroom, Studio Teachers Discuss TV Education Plans

Authoritative research concerning instructional television and changes in course structure for the coming school year formed the core of discussion at the Spring Television Education Conference held April 3 at N. C. State University.

Dr. C. R. Carpenter, professor of psychology at Pennsylvania State University, was the speaker at the general session. A native of North Carolina, Dr. Carpenter received his A.B. and M.A. degrees from Duke University and his Ph.D. degree from Stanford University. An outstanding researcher in educational technology, particularly in television, he is in North Carolina this year as Ford Foundation Distinguished Visiting Professor of Behavioral Sciences at the University of North Carolina, Chapel Hill.

New Geography Course

One of the principal developments this year, said John R. B. Hawes Jr., State supervisor of television education, has been the introduction of pilot courses in ninth grade social studies—the first semester, Government, and the second semester, World Geographic Patterns. C. Baxter Twiddy is the television instructor for these new courses.

World Geographic Patterns, the second-semester course, begins with an introduction to geography and a view of the earth's water and land surfaces, then proceeds to show population patterns and man's use of the earth, Twiddy said. This frame of reference is then applied to the study of selected nations.

North Carolina School of the Arts Assembles Distinguished Faculty, Holds Student Auditions

With more than a score of distinguished performing artists already appointed to its faculty and with applications for admission from several hundred talented students, the North Carolina School of Arts is busily preparing to begin its first year of operation in September at Winston-Salem.

Dr. Vittorio Giannini, noted composer, scholar and teacher, is president of the unique institution, the nation's first state established and state supported school for the performing arts and the South's only center for professional training in music, drama, and the dance.

A member of the faculties of the Julliard and Manhattan schools of music, Dr. Giannini served as project consultant for the proposed school before being named its president last July.

Student Auditions

It is anticipated that approximately 400 students, selected on the basis of auditions held in April and June, will be enrolled for the first year of classes. Professional training and academic courses will be provided for students of all ages, elementary through college level. High school students will receive State-accredited high school diplomas upon graduation, and college and graduate students will receive accredited bachelor's and master's degrees.

Work is well under way on conversion of the existing buildings (the former James A. Gray High School) on the campus, and on construction of the first two dormitories.

Academic Curriculum

Planning of the school's academic curriculum is under the direction of Mrs. Julia Mueller, professor of music at Duke University. She outlined the academic program at a luncheon for regional representatives of the school on Feb. 27:

On the college level, the school will offer a strong bachelor of

music or bachelor of fine arts program with 36 hours of liberal arts. These degree courses would be tailored to the standards of the National Association of Schools of Music. Proposed contractual arrangements with Wake Forest and Salem colleges would provide additional liberal arts electives for students wishing the bachelor of arts degree.

High school level courses are being planned to meet the standards of the State Department of Public Instruction and the Southern Association of Schools and Colleges. Intensified instruction in academic subjects will occupy about half of the student day. In the course of the four-year sequence, grades 9-12, the student will earn 20 units of credit—16 in college preparatory courses and 4 in his field of arts specialization. A possible expansion of this program over a five-year period would allow a deeper concentration in the arts area.

Outstanding Faculty

The exceptional quality of the school's professional program is indicated by the roster of illustrious artists who have accepted appointments to the faculty:

- Robert Lindgren, Dean of the School of Dance, is a former member of the New York City Ballet and the Ballet Russe de Monte Carlo. He has appeared in numerous stage and television productions and has extensive experience as a choreographer and producer. With his wife, ballerina Sonja Tyven, he has operated a ballet school in Phoenix, Ariz.

- William Ball, prize-winning New York director of plays, operas, and television dramas, will be Advisory Director of the School of Drama. He recently received wide acclaim for his direction of Moliere's "Tartuffe" at the Lincoln Center Repertory Theater in New York. William Trotman, North Carolina drama director, who has had extensive experience also as an actor, designer, and manager, will be the Associate Resident Director, working under Ball.

- Rose Bampton, renowned dramatic soprano, will head the Voice Department. She has starred in numerous operatic productions of the Metropolitan, New York City, Chicago, and San Francisco companies,

and at European and South American opera Houses, and has a long list of outstanding recordings to her credit. She is the wife of Wilfrid Pelletier, who for many years was a distinguished conductor of the Metropolitan.

- Andres Segovia, whose virtuosity, scholarship and dedicated teaching are credited with the revival of classical guitar music, will be visiting consultant in classical guitar. Jesus Silva, Mexican guitarist and one of Segovia's outstanding students, will be the school's resident professor in this area. Silva has been head of the guitar department and teacher at the Brooklyn Music School since 1962. He has presented concerts in several European and Latin American countries, as well as in this country.

- Ruggiero Ricci, concert violinist, will conduct master classes for selected students. Noted for the exceptionally wide range of his repertoire, he has performed in more than 2,000 concerts. During the current New York season he is playing 15 violin concertos, from Vivaldi to Hindemith, in four concerts.

- Saul Caston, conductor of the Denver Symphony since 1945, will train the high school and college orchestras at the school and will give private lessons in trumpet. He was formerly first trumpeter and associate conductor of the Philadelphia Orchestra and has been guest conductor of a number of the most outstanding orchestras in this country and abroad.

- Two leading chamber music ensembles, the Claremont String Quartet and the Clarion Wind Quintet, will be in residence and their members will teach selected students in their specific instruments and in ensemble. The individual members of each group have wide experience and reputation. The Claremont Quartet has presented concerts in this country and abroad for the past 10 years. The Clarion Quintet was formed in the spring of 1961 by the solo wind players of the Clarion Orchestra. They appeared at Carnegie Hall last February and will make a concert tour in Europe this summer.

- Gary Karr, who in his early twenties is acknowledged as a master double-bass soloist, will visit the campus weekly to conduct classes.

- George Ricci, who has performed as cello soloist with a number of leading orchestras and has made a number of recordings, will teach violoncello students.

- James Massie Johnson, principal tympanist with the St. Louis Symphony, will teach percussion, tympani, and history of music.

Sanford Named to Direct Study Project Designed To Find Ways States Can Assume More Initiative

Former Governor Terry Sanford was recently appointed to direct a study at Duke University to find out how state governments can assume more responsibility in meeting their own problems. The study will be financed with a \$215,000 grant from the Ford Foundation and \$65,000 from the Carnegie Foundation.

In commenting on the study, Sanford stressed the point that states, for the most part, have been guilty of timidity and lack of initiative in meeting their own problems. "It has become the pattern," he stated, "for states to turn to the federal government for the solution to problems. In my opinion states should accept the responsibilities of broader service."

Interstate Effort

Sanford indicated that his first step would be to try to bring governors, educators, and federal officials together to discuss a na-

tionwide policy toward education. "The states ought to lace themselves together by compact, association, or whatever name and begin to work for a truly nationwide effort to improve education."

In view of the fact that officials at all levels are concerned about a decline on the part of the states to assume responsibilities, through this study efforts will be made to determine how state governments can be made more creative, how they can maintain continuity and stability of programs under an elective system.

Range of Problems

Continuing, he stated, "We will ask how states can mobilize to meet the new challenges of expanding populations, growing cities, the war on poverty, and greater needs in education; and we will seek to bring into focus the questions involving the proper relationship of the states to each other and to the federal government."

Arts School Faculty . . .

(Continued from page 10)

- John Chorbajian, composer of operatic, orchestral, choral and chamber works, who studied composition with Dr. Giannini at the Manhattan School, will teach theory and composition.

- Olegna Fuschi and Howard Aibel, concert pianists, will teach piano-forte. Miss Fuschi won the Concert Hall Guild Town Hall Award and made her concert debut at Town Hall. She has appeared as soloist with the National Symphony and other leading orchestras and won critical acclaim following her concert at Carnegie Hall several months ago. Aibel also made his debut at Town Hall as winner of the Naumburg Award. He has made concert tours in this country, Mexico, and Europe, and won prizes in two international competitions in Italy. He is now on the faculty of the Juilliard School.

- Margaret Sandresky, organist, composer and teacher, will head the School's Organ Department. She is now associate professor of music at Salem College, her alma mater, where her father was for many years head of the School of Music. She received the master of music degree from Eastman School of Music, where she majored in composition. She has published several choral, organ, piano, and orchestral works.

Special Education Staff Adds Three New Members

Specialists in three professional areas joined the staff of the Special Education section, State Department of Public Instruction, during April.

They are Mrs. Doris Perry Francis, consultant in language development for the mentally retarded, and Miss Mable I. Hardison, editor, who joined the State staff on April 1; and James E. Price, psychologist, who joined the staff in mid-April.

In the field of speech and hearing, Mrs. Francis has been a teacher in the public schools of Tennessee and a part-time instructor at the University of Kentucky. In the Kentucky State Department of Education, she served four years as supervisor in special education and one year as acting director of the Special Education Division. A graduate of East Tennessee State University, she received the M.S. degree in audiology and speech pathology from Vanderbilt University. She holds the Professional Diploma in administration and supervision of special education and mental retardation from Teachers College, Columbia University.

Miss Hardison has taught English at Maury High School in Norfolk, Va. since September 1960. A native of Plymouth, N. C., she received the B.S. degree in secondary education with a major in English from East Carolina College. Last summer she did graduate work at ECC.

Price has had several years' experience as a psychologist at the Tucker Hospital in Richmond, Va. and the Mental Hygiene Clinic at Petersburg, Va. He is a graduate of the University of Virginia and has completed the two-year graduate program in clinical psychology at Richmond Professional Institute.

Dare County Voters Approve School Construction Bonds

Citizens of Dare County voted approval of a \$1.25 million school bond issue on March 13, thereby paving the way for improvements throughout the county, according to Mrs. Mary C. Evans, superintendent of Dare County Schools.

A four-page, detailed fact sheet prepared by Superintendent Evans and the County Board of Education was widely distributed on March 11, and school officials feel that this realistic appraisal of school needs had much to do with the passage of the bond issue.

The bond funds will be used to build a new high school unit on the Buxton school campus and to improve the existing school for use as an elementary unit; to construct a new grade school at Manteo and to make improvements at Manteo High School; to construct an administrative building and a county bus garage, and for other improvements at Kitty Hawk.

Order and simplification are the first steps toward the mastery of a subject—the actual enemy is the unknown. — Thomas Mann

North Carolina Now Ranks Third Among States In Number of Disabled Persons Rehabilitated

North Carolina ranked third among the 50 states in the number of disabled persons rehabilitated during the first six months of the fiscal year 1964-65, according to a report issued by the Vocational Rehabilitation Administration, U. S. Department of Health, Education, and Welfare.

The Federal agency reported that Pennsylvania led the nation with 5,512 rehabilitations; New York was second, with 3,321, and the Tar Heel State was third, with 3,094. This represents a relative advance, as North Carolina ranked fourth in the nation during the entire previous fiscal year.

Scope and Progress

Indications of the scope and progress of North Carolina's programs in this area are contained in the recently published Annual Report, 1963-64, of the Division of Vocational Rehabilitation, State Department of Public Instruction:

- The total number of persons rehabilitated in 1963-64 was 6,214, or 146 percent of the 1953-54 total, 2,530.
- The total case load, 16,816, increased 122 percent over the 1953-54 total, 7,557.
- The total budget for the Division was \$4,845,001, as compared with \$969,640 in 1953-54.
- The number of counselors employed at the close of the fiscal year was 59, or a 136 percent increase over the 25 employed in 1953-54.

How North Carolina's Vocational Rehabilitation services compare with the national averages is shown in the following table:

	N. C.	Nation
Average number persons served		
Average number per counselor	295	146
rehabilitated per counselor	109	44
Number persons served per 100,000 population	369	209
Number persons rehabilitated per 100,000	136	63

Areas of Service

The principal categories of service cited in the report are counseling and guidance, diagnosis, medical services, artificial appliances, training and tools, maintenance and transportation, and job placement and follow-up. During the 1963-64 fiscal year—

- Of the 6,214 individuals rehabilitated, 4,563 received diagnostic services at a cost of \$64,001. (Many services of this type were rendered by cooperating doctors without cost to the Division).
- 4,363 rehabilitated individuals were provided surgery and/or treatment at an average cost of \$93, and 3,828 were hospitalized at an average cost of \$201.
- 1,488 rehabilitated persons were furnished various artificial appliances and devices, such as wheel chairs, artificial limbs, hearing aids, recommended by a physician, at a total cost of \$217,111. (These appliances and devices are provided in cases where the individual is unable to provide them himself and if they are deemed to increase his employability.)

- 1,113 individuals were trained for and placed in suitable jobs at an average cost of \$376 per person, and 184 were provided tools, equipment, and/or licenses at an average cost of \$614.

- 660 rehabilitants were provided room, board, and/or transportation, at a total cost of \$177,235. (These are provided where no other resources are available to the client and where they are essential to his rehabilitation program.)

Goal and Methods

"The ultimate goal of Vocational Rehabilitation," the report observes, "is placement on a suitable job so that the individual may be self-supporting and financially independent to the fullest degree possible."

"Placement is achieved in a number of ways. Through counseling, the client often locates his own

Dr. Grady E. Love Elected President of Area College

Dr. Grady E. Love, director of the Downtown (Greensboro) Division of Guilford College, was elected president of the new Davidson County Community College by the institution's board of trustees on March 23. The State Board of Education approved his appointment to the post at its April meeting.

In addition to serving as director of the college unit in Greensboro, Dr. Love is professor of education there.

A native of Stanly County, he attended Wingate College and graduated from Western North Carolina College. He received the M.A. and Ph.D. degrees from the University of North Carolina.

Dr. Love had several years' experience in public school work prior to joining the college faculty: as history teacher and coach at Merry Hill High School in Merry Hill; athletic director and history teacher at Edenton High School; principal of Columbia High School, and principal of Summerfield High School near Greensboro.

His wife is an elementary teacher in the Greensboro school system, and one of their two daughters is an art instructor at Durham High School. They also have one son, a sophomore at Guilford College.

job; the counselor maintains contacts with employers and assists with job placement; interested employers frequently seek trained Vocational Rehabilitation clients; and numerous clients are placed with the help of various training . . . or placement agencies."

After placement, the counselor maintains close contact with the client and the employer. Only after the counselor is reasonably sure that employer and employee are satisfied and that the placement is effective is the case marked "closed rehabilitated."

Majority of State's Public High Schools Require 18 or More Units for Graduation, Survey Shows

The majority of North Carolina's high schools require 18 or more units for graduation and award just one type of diploma, according to a survey conducted by the Division of Instructional Services, State Department of Public Instruction.

Of the 685 high schools which submitted accurate reports, 417 require 18 units for graduation, and

Miss Mary C. Wiley's Death Evokes Memorial Tributes

Miss Mary Callum Wiley, retired Winston-Salem high school English teacher and daughter of Calvin H. Wiley, North Carolina's first State Superintendent of Public Instruction, died on March 10 at N. C. Baptist Hospital, Winston-Salem.

"Miss Mary," as she was known to two generations of her students, retired in June 1945 after 49 years of teaching. From that time until she was stricken ill last October, she wrote a daily column, "Mostly Local," for the *Twin City Sentinel*. She also wrote plays, children's stories, and historical essays for religious and educational publications and newspapers.

In 1946, her alma mater, Woman's College at Greensboro, awarded her an honorary doctor of education degree. Dr. Frank P. Graham, former president of the University of North Carolina, in presenting the degree, cited her long and dedicated service as "a teacher of generations of boys and girls whom she loved and inspired and who always loved her."

Both Winston-Salem newspapers, the *Sentinel* and the *Journal* carried editorials and articles expressing tributes following her death.

"She was more than just a teacher," one article stated. "Just as her father had been, she was an educational institution."

Miss Wiley's father, one of the State's most notable pioneers in public education, launched the North Carolina public school system and held it intact during the difficult days of the Civil War.

12 require 19 or more units, the summary shows. In 162 schools, 16 units are required, and in 93 schools, 17 units.

One type of diploma is awarded in 563 of the schools; 75 schools award two types of diploma or one type of diploma and a certificate; 36 schools award three types of diploma or two types and a certificate; and 11 schools award four types of diploma and a certificate.

Some of the types of diplomas and certificates in use are—

- An "Academic" or "College Preparatory" diploma, awarded in 64 schools.
- A "General" diploma, awarded in 106 schools.
- A "Business Education" diploma, awarded in 35 schools.
- A "Vocational Diploma," awarded in 4 schools.
- A "Certificate of Attendance" or other type of "Certificate," awarded in 55 schools.

A number of schools require units beyond the State requirements in various areas, the survey shows:

- In 74 schools, an unspecified social studies unit is required beyond the State base of 1.
- In 236 schools, an unspecified unit in mathematics is required beyond the State base of 1.
- In 19 schools, physical education is required beyond the State requirement of one year.
- In 141 schools, more than 16 units are required, but the nature of the extra units is not stated.
- In 92 schools, world history is specified as an additional unit beyond the State base of 16.
- In 5 schools, Algebra I is specified as an additional unit beyond the State base of 16.

Schools which require 19 or more units are located in the following administrative units: Lenoir City, Lexington, Greensboro, Mooresville, Lee (4), Rocky Mount (2), Onslow, and Elkin.

Dr. Perry to Retire as Dean Of UNC School of Education

Dr. H. Arnold Perry, dean of the School of Education, University of North Carolina, since 1954, will retire from the post in August to resume professional duties, it was announced on March 29 by UNC Chancellor Paul F. Sharp.

For 10 years prior to going into college work, Dr. Perry was an associate in the Division of Instructional Services, State Department of Public Instruction. In 1941, he headed the State-wide curriculum project which developed "A Suggested Twelve-Year Program for the North Carolina Public Schools," a basic course of study which was in effect for 15 years.

He was principal of schools in Roanoke Rapids, Wake County, and Kannapolis before joining the State Department supervisory staff, and he supervised the primary teachers' professional study classes for three years at Kannapolis.

During his term of office as dean, the number of students in the UNC School of Education has more than tripled. Enrollment for the fall semester this year totaled 1,308, including 438 students enrolled through the Extension Division in in-service courses for employed school personnel.

Other developments during that time include the establishment of graduate centers for school administrators at Charlotte, Winston-Salem, Raleigh, Greensboro, and Kinston, and an expanded program in special education. Dr. Perry also has been instrumental in planning numerous special institutes for school administrators and teachers.

A total of 135 administrative units have at least one high school which requires 18 or more units for graduation, and 43 units have one or more schools requiring only the State minimum of 16 units.

Reliability of the survey is reduced because of inaccurate and incomplete reports from a number of individual schools, the summary report notes.

24,000 FFA Members Carry Out Numerous Projects Contributing to Progress of Tar Heel Economy

Future Farmers of America, more than 24,000 students in the high schools and colleges of North Carolina, are attempting this year in as many ways as possible to implement their theme, "Agriculture—Our American Heritage."

Activities have included father-son banquets, speeches and demonstrations for civic clubs, radio and television programs, window and other displays, and the distribution of printed information.

Statistics Cited

Statistics on projects accomplished last year by FFA members while attending school include the following:

Educators, Newsmen Share Views on Press Relations

Representatives from more than 20 school administrative units and several of the State's leading newspapers discussed ways and means of improving schools' press relations at a conference held Feb. 27 at the University of North Carolina at Greensboro.

The school-press conference, described as "a first in the nation," was sponsored by the National Education Association and the *Greensboro Daily News*, in cooperation with the N. C. Education Association and the N. C. Teachers Association.

Keynote speakers were G. K. Hodenfield, Associated Press education writer and president of the Education Writers Association, and Dr. Lois Edinger of Greensboro, president of the NEA.

Other speakers included Dr. A. C. Dawson, NCEA executive secretary; E. B. Palmer, NCTA executive secretary; Dr. John Kennedy of the UNC-G Graduate School; P. J. Weaver, Greensboro school superintendent; Joe Pell, president of the State School Boards Association; Sam Ragan, editor of the *Raleigh News and Observer*; and Roy Wilson, director of NEA's Division of Press, Radio, and Television Relations.

ing: raised 8,000 head of cattle, 11,300 head of dairy cattle, 13,800 head of swine, 838,000 broilers, 15,000 turkeys, and 4,800 sheep. In addition, members tilled over 7,100 acres of corn, 1,500 acres of tobacco, 2,000 acres of cotton, 2,000 acres of small grain, 1,100 acres of truck crops, and 20,000 acres of improved pastureland. During the year members grossed over \$7,000,000, thereby adding appreciably to the Tar Heel economy.

R. J. Peeler, State FFA executive secretary, observed that the North Carolina FFA organization is the second largest State association in largest farm boy organization in the world. In North Carolina, FFA is a branch of the vocational agricultural program sponsored by the State Department of Public Instruction. Currently, there are 367 local chapters in 98 counties.

Contests and Camps

"An outstanding feature of the FFA," said Peeler, "is the holding of a number of contests at local, federation, district, and state levels. The State FFA Association awards over \$20,000 per year in prizes; and the National FFA Foundation adds another \$200,000." Peeler also pointed out that the North Carolina FFA owns and operates two summer camps, one in Bladen County, the other in Buncombe County, where, at minimal costs, more than 4,000 youth are accommodated each summer.

Started in 1926

A. G. Bullard, State FFA adviser, recalls that North Carolina FFA work, with emphasis on learning by doing, was begun in 1926, two years before the national organization was formed.

"One of the major responsibilities facing the FFA today," Peeler declared, "is to tell the story of continuing challenges in an age of automation. Hundreds of opportunities exist for agriculture to serve in areas not generally recognized as farming, especially in areas such as marketing, horticulture, and personnel management."

Kenneth Hoyle Joins Staff As Mathematics Supervisor

Kenneth B. Hoyle, chairman of the department of mathematics at Ashley High School in Gastonia, joined the staff of the State Department of Public Instruction on March 8 as mathematics supervisor.

His predecessor in the State supervisory post, Robert Clary, resigned last September to accept a supervisory position with the Roanoke Rapids school system.

A native of Lincolnton, Hoyle received the B.S. and M.A.T. degrees in mathematics education from the University of North Carolina at Chapel Hill. He also has done advanced graduate work at the University of Tennessee. He taught mathematics at Wray Junior High School in Gastonia for five years before joining the Ashley High School faculty.

Shortly after his appointment to the State supervisory post was announced in late January, Hoyle described in a press interview the steps to be taken in introducing the "new mathematics" in North Carolina's schools. Through the use of set theory, he explained, first-graders can achieve an understanding of numbers and basic mathematical operations which is much more effective in preparing them for rapid advancement.

Pamphlet Points to Careers

"Opportunities Ahead—Special Education Professions" is the title of an attractive brochure published by the National Society for Crippled Children and Adults, Inc. "for widespread distribution to persons and organizations interested in helping youth plan their future careers."

The folder briefly describes the range of careers open in special education fields and lists sources of further information for students. Individual copies are available free of charge in quantities up to 100. Address requests to National Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Ill. 60612.

The Attorney General Rules . . .

Education; Public Schools; Instruction in Trade and Industrial Education; Summer Schools for Trade and Industrial Education.

In reply to your recent inquiry:

You state that some school administrative units report that there is a demand for instruction in trade and industrial education during the summer months. The question has been raised as to the legality of such instruction in view of frequent references into school law to a school term of nine months or 180 days. You further state that under the Federal Vocational Education Act and the North Carolina State Plan for Vocational Education, funds would be available for this program provided local boards of education could provide from their budgets $\frac{1}{4}$ of the salary of the teacher. This means $\frac{3}{4}$ of the salary of the teacher would be provided from Federal and State funds, with the remaining $\frac{1}{4}$ coming from local sources.

Vocational education is authorized under Article 27 of Chap-

George Maddrey Elected To Head NCEA Unit of SDPI

George D. Maddrey, coordinator of Civil Defense Adult Education in the State Department of Public Instruction, was recently elected president of the Department's NCEA unit, which during the current year had 79 members.

Fred W. Manley, assistant supervisor in the area of vocational agriculture, was elected vice president; and Mrs. Mary Alice Poor, supervisor of certification, was chosen as secretary.

During the past year officers included Dr. Paul Fynn, president; George Maddrey, vice president; and Mrs. Ernestine Frazier, secretary.

ter 115 of the General Statutes, and the State Board of Education under the provisions of G. S. 115-230 is authorized to formulate plans for the promotion of vocational education "in such subjects as are an essential and integral part of the Public School System of Education of the State of North Carolina." Under the provisions of G. S. 115-234 county and city boards of education may cooperate with the State Board of Education in this program and may use moneys raised by public taxation in the same manner as moneys are used for other public school purposes. Vocational teachers are employed in the same manner as other public school teachers.

Under the provisions of G. S. 115-80(e) local boards of education can use local funds for the purpose of establishing and maintaining summer schools which are conducted according to standards developed by the State Superintendent of Public Instruction and approved by the State Board of Education. As pointed out by you, under G. S. 115-78(e) local school budgets can include other objects of expenditure when authorized by the General Assembly, the State Board of Education, or county and city boards of education, when funds for the same are made available.

We are of the opinion, therefore, that vocational, trade and industrial education, or courses in same, are part of the public school system of the State and such courses can be established as part of a summer school program in the various local units and that both State and local funds, according to the statutory and regulatory limitations, may be provided and expended for such a purpose. Attorney General, February 22, 1965.

Special Institute to Probe Pupil Adjustment Problems

Problems of underachievers, culturally disadvantaged children, and effects of desegregation in schools will be the subjects of study at a special summer institute for teachers of grades 7-9, school counselors, supervisors and administrators to be held June 21-Aug. 13 at the N. C. Advancement School in Winston-Salem.

Open to 100 participants who are representative of various racial and cultural groups in the State, the Institute is sponsored by the University of North Carolina and the Learning Institute of North Carolina, in cooperation with the Equal Educational Opportunities Program, U. S. Office of Education.

Participants will receive stipends of \$75 per week plus room, board and travel expense. Applications were due on April 26 and applicants are to be notified before May 15. An elective short course for administrators will be held from July 25 to Aug. 6. Participants in the full institute may receive University undergraduate credit totaling six semester hours.

The Institute will use the Advancement School, an experimental, residential school for underachievers of various socioeconomic backgrounds, as a laboratory. Participants will be assigned to appropriate classes for observation and will engage in specific segments of instruction. They will also work with the students in extracurricular activities and will experiment with a variety of equipment, materials, and techniques designed to improve their skills in teaching groups of underachieving students in desegregated classes.

Follow-up services are planned in the ensuing school year to help with the application of the summer experience.

23 Colleges, Drama School Cooperate in Program, Offer Summer Institutes, Courses for Teachers

Twenty-three North Carolina colleges and universities and a school of the drama are offering summer institute programs for teachers this year in cooperation with the Special In-Service Teacher Education Program of the State Department of Public Instruction.

A bulletin recently issued by Dr. James Valsame, supervisor of in-service education, Division of Professional Services, lists the institutions presenting such programs.

Tuition Aid

"Participants will be selected by the sponsoring institution," Dr. Valsame explained. "State aid is limited to tuition for courses which are completed by eligible teachers."

Study Reviews State Laws Relating to Summer Schools

Legal Provisions for Summer Schools, a project and publication sponsored by the Committee on Education Finance of the National Education Association and prepared by Madaline Kinter Remmlein, was released late in 1964.

Believing that the summer school is the great underdeveloped resource of American education, the Committee on Educational Finance of the NEA has sought through this investigation to answer basic questions concerning the legal authorization for summer schools in each of the 50 states as well as fundamental questions relative to the financing of summer schools.

This report consists chiefly of a state-by-state summary of statutory provisions, departmental regulations, attorneys general opinions, and a few interpretations of state departments of education.

This publication, available for \$1 through the NEA, is a compendium of authentic information in this vital and expanding area, specialist in educational research by one of America's foremost and in educational law.

Public school teachers under contract for 1965-66 are eligible to participate upon written recommendation of the employing superintendent."

All applications, inquiries, letters of recommendation, inquiries and certifications of eligibility status should be sent direct to directors of the institutes at the sponsoring institutions, he said.

College Credits

All courses and institutes except that offered by the Vagabond School of the Drama offer college credit, and the drama workshop will carry two units of credit applicable to second and subsequent renewal of Class A and higher certificates.

"The sponsoring institutions have been requested to give priority to teachers who have not attended college in recent years," Dr. Valsame stated. "It is hoped that these opportunities will be made available to teachers who would not otherwise attend summer school rather than to persons with a graduate program under way.

Selected Courses

Institutions offering selected academic courses during their summer terms in conjunction with the program are Appalachian State Teachers College, Atlantic Christian College, Charlotte College, East Carolina College, Elizabeth City State College, Fayetteville State College, Mars Hill College, North Carolina College, North Carolina State University, North Carolina Wesleyan College, Pembroke College, St. Andrews Presbyterian College, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, Wake Forest College, Western Carolina College, and Wilmington College.

Special Institutes

Special institutes will be offered at the following institutions: A & T College (Humanities, Earth Science); Appalachian State Teachers College (Political Science); Campbell College (Earth Science); Duke University (English, Mathematics); Lenoir Rhyne College (Mathematics); University of North Carolina at Greensboro and Extension at Asheville-Biltmore College (Economics); and Vagabond School of the Drama, Flat Rock Playhouse (English and Drama).

LOOKING BACK

In previous numbers of the North Carolina Public School Bulletin

Five Years Ago, 1960

The State Board of Education and the Employment Security Commission have entered into an agreement by which the two agencies will cooperate in the selection and placement of trainees of the recently established Industrial Education Centers.

Ten Years Ago, 1955

The Special Education program has more than trebled since 1949-50, with 162 teachers employed during 1953-54 to instruct 7,802 children with mental and physical handicaps, according to a report issued by the State Superintendent of Public Instruction.

Fifteen Years Ago, 1950

Editorial comments reprinted from the Winston-Salem Journal & Sentinel cited reasons why educational forces in North Carolina favor the Senate Federal Aid to Education Bill now before Congress: it would add \$22 million to the present appropriations for the public schools, making possible pay increases for teachers and other school personnel, provision of additional instructional supplies, and strengthening and expansion of State level services.

Twenty Years Ago, 1945

The 10 appointive members of the new State Board of Education provided for in an amendment to the Constitution passed in last November's election were named by Gov. Gregg Cherry during the closing days of the General Assembly session and took office on April 1.

Twenty-Five Years Ago, 1940

The WPA Safe Driving Schools in North Carolina were cited for their unusual and effective safety education methods at the recent convention of the American Association of School Administrators; a total of 4,107 drivers have completed the prescribed course, it was reported.



New Education Act Calls for Local Initiative in Planning

The Elementary and Secondary Education Act of 1965 "offers a great opportunity and responsibility for us," North Carolina's Superintendent of Public Instruction told a group of local school officials assembled at Raleigh on April 9, the day Congress enacted the far-reaching legislation.

Dr. Charles F. Carroll urged the educators to "call on all the imagination you can command" in preparing plans for local programs to benefit disadvantaged children and to improve and supplement existing community educational programs. He pointed out that the implementation of provisions under Titles I and III of the Act depends on the initiative of local school unit personnel in planning appropriate and feasible programs.

The new law authorizes allocation of more than \$1.3 billion in federal funds, most of it during the fiscal year 1966. North Carolina's share of this total allotment, as estimated by the U. S. Office of Education, would be in excess of \$54 million, more than \$48.5 million of this amount under Title I and more than \$2.5 million under Title III.

Local, State Plans

These funds will not simply be distributed to local educational agencies, Dr. Carroll observed. In order to receive funds under Title I, the local educational agencies must present detailed plans for programs designed to broaden and strengthen existing public school programs, and these plans must be approved by the state educational agency. Local plans for supplementary centers and services under Title III must be approved by the U. S. Office of Education after review and recom-

mendation by the state agency before grants are made.

Title II of the Act requires the preparation of a state plan for the use of allocated funds in providing additional school library resources, textbooks, and other instructional materials. Grants under Title IV would be based on proposals drawn up by groups representing state departments of education, local school systems, and universities, to establish and expand research and development programs; and grants under Title V would be based on proposals submitted by state departments of education.

Major Provisions

The following summary of the Act's major provisions, estimated allotments for the fiscal year 1966, and procedures related to distribution of the allotted funds is based mainly on a description and analysis of the Act published in the April issue of *American Education*, the new monthly magazine issued by the U. S. Office of Education.

Title I

This title authorizes allotments totaling approximately \$1,160,000,000 to help local school districts broaden and strengthen public school programs where there are concentrations of educationally disadvantaged children. North Carolina's estimated share is \$48,556,000, or 13.7 percent of the estimated expenditures for public elementary and secondary schools in the State.

The amount allotted to each school district would depend on two factors:

- The average annual current expenditure per school child in the entire State.
- The number of school-age children in the district from families with annual incomes

of less than \$2,000 and those in families receiving more than \$2,000 annually under the program of Aid to Families with Dependent Children.

Estimated allotments to North Carolina counties range from more than \$1.5 million for Robeson to nearly \$80,000 for Currituck.

The Office of Education would allocate the money to state educational agencies, which have full responsibility to see that the purposes of the Act under this Title are carried out.

Each local educational agency must come up with its own plan for upgrading the education of deprived children and submit it to the state agency for approval or disapproval. The local educational agency must also set up evaluative procedures, such as reading tests.

Title II

This title authorizes the allocation of \$100,000,000 to states for school library resources, textbooks, and other instructional materials, the allotments to be based on the number of children enrolled in public and nonpublic elementary and secondary schools within the state. North Carolina's estimated allotment is \$2,435,404.

Each state would designate one agency to administer the state plan. In most cases, this would be the state education agency. The state would submit to the Office of Education a plan, drafted within the framework of State laws, spelling out criteria to be used in allocating the funds.

The state plan would provide assurance that such materials would be provided on an equitable basis for all elementary and

Superintendent Carroll Says . . .

(Excerpts from Chapter VII, Biennial Report of the State Superintendent of Public Instruction, 1962-64, Part One.)

Having enunciated and recalled some of our beliefs about curriculum and instruction, we came now to evaluate and determine future directions in these beliefs:

We have made much progress in identifying and classifying children according to abilities, but we shall not translate beliefs into realities until:

- School administrative units are big enough and resourceful enough to support a program of differential education.
- Each county administrative unit functions as a single district, and until schools are consolidated in such size and at such locations as to permit the employment and full utilization of sufficient personnel to challenge children of all levels of ability.
- Our teacher-education institutions show, by practice and by demonstration, what is meant by differential education, rather than just teach courses entitled "Teaching Gifted Children" and "Teaching the Mentally Retarded."
- Our teachers learn how to use a variety of books with several groups in the same classroom at the same time.

We have made much progress in broadening, strengthening, and deepening the curriculum, but we shall not be able to translate beliefs into reality until:

- We develop a sequential syllabus for all the subject areas we include in our curriculum.
- We make certain that children are showing achievement by reason of their experiences with a teacher and in a course.
- We establish priorities among all knowledge that is available and among all "da-gadders" who peddle their concepts of what the schools should be teaching.
- We determine that vocational education is "specialized education" for special groups of students at the high school level.
- We establish the relative values of curricular, cocurricular, and extracurricular experiences for children and for a community.

We have made some progress in experimentation, but we shall not be able to defend our instructional practices until:

- We develop some specific research designs, finance them, initiate them, interpret them, and modify our methods according to the findings.
- We establish some informational seminars for our teachers and principals where the sole purpose of the meeting is to report on the results and the implications of research.

In concluding this summary of some of our basic beliefs and future directions, it becomes apparent that yesterday's programs of education may have sufficed, considering all the circumstances then prevailing, but it is equally apparent that yesterday's and today's programs will not serve tomorrow's needs in their entirety. It therefore becomes the responsibility and the opportunity of the State to make sure that schools shall be characterized as excellent for their day.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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State Supt. of Public Instruction
CHARLES F. CARROLL

Vol. XXIX, No. 9

EDITORIAL BOARD

J. E. MILLER,
V. M. MULHOLLAND, J. E. JACKMAN

Moy, 1965

No man resolved to make the most of himself can spare time for personal contention. Killing the dog will not cure the bite. — Abraham Lincoln

Advice is like snow; the softer it falls the longer it dwells upon, and the deeper it sinks into, the mind. — Samuel Taylor Coleridge

From the subject-matter disciplines come both the method by which the fields have advanced and the generalizations or observations deemed significant for general dissemination. These methods and generalizations tend to be more lasting and more broadly applicable than the specific data they utilize or explain. Consequently, they are of more permanent value for curriculum planning, especially in a time of rapid accumulation of knowledge. — John I. Goodlad

It is clear that there should be legislation about education and that it should be conducted on a public system. But consideration must be given to the question, what constitutes education and what is the proper way to be educated. At present, there are differences of opinion as to the proper tasks to be set; for all peoples do not agree as to the things that the young ought to learn, either with a view to virtue or with a view to the best life, nor is it clear whether their studies should be regulated more with regard to intellect or with regard to character. — Aristotle

Throughout our educational system there is a desperate need for institutional variety and interims in which a youth can find himself. If we are going to require as much schooling as we do, we must arrange for breaks and return-points, otherwise the schooling inevitably becomes spirit-breaking and regimentation. — Paul Goodman

NORTH CAROLINA PUBLIC SCHOOLS

Planning For Change

As steps are taken toward further desegregation of the public schools of North Carolina, it becomes increasingly important that constructive plans be made at the local level which will guarantee, to the degree possible, that the education of youth not be interrupted. This, it appears, is not an unrealistic goal. It is attainable, however, to the degree that constructive planning for creative learning experiences involves the best thinking of all who are concerned with improving the quality of education throughout the State.

Planning in Terms of Adjustments

Constructive planning in terms of increased desegregation must take into account all phases of the school program. Implementing organizational and administrative policies clearly delineated in compliance documents is mandatory and cannot be ignored. At the same time, it is equally important that other aspects of the total school program, especially those pertaining to curriculum, classroom teaching, evaluation, interpersonal relationships, and school-community relations also be studied with equal care.

It is not difficult to foresee some of the adjustments which will be necessary among teachers, parents, students, and administrators in the days ahead. Nor is it difficult to realize that bringing about desirable adjustments could constitute the greatest challenge the public schools have ever had. It may be difficult, on the other hand, to know intuitively and specifically what to do to guarantee as many satisfactory adjustments as possible. For this reason, the total school operation must undergo intelligent scrutiny in view of recent and anticipated changes.

Characteristics of Change

Constructive planning relative to the total school program in terms of ongoing changes, demands, it seems, that much emphasis be given to the fact that change of any

kind results in certain frustrations. Emphasis in this sort of planning should also make it unmistakably clear that ways of working together may, of necessity, undergo experimentation; that creative ideas among teachers, parents, students, and administrators, more than ever, will be needed; and that continuous evaluation of all aspects of the school program will be the accepted policy throughout the community.

The Importance of Timing

Now is the time to anticipate types of adjustments which will characterize the increased tempo of desegregation. *Now* is the time to recognize issues and problems which will likely face the local administrative unit, the local school, or perhaps a particular grade. *Now* is the time to reassess the strengths and limitations of the community itself, the positive features of the school system on which additional progress can be made, and the particular competencies of the instructional personnel.

Anticipating schools which are stronger, healthier, and more productive in the days immediately ahead demands flexible policies which, to the degree possible, are formulated prior to the entrance of personalities. *Now* is the time to search for creative ideas which will tend to guarantee education that is personally meaningful, even if the implementation of these ideas demands much changing of the *status quo*. Ideas for improving the quality of education in view of recent and impending changes, to the degree possible, must evolve through careful study and intelligent sharing *prior* to situations or emergencies which call for objective, demanding decisions.

Widespread Involvement

Planning must include *all* those who are responsible for good schools and all those who want good schools. Such planning must involve leaders at the State level; it must involve many more persons at the

local level; and it must involve agencies other than the school.

Variety in Approaches

Though the above suggestions seem basic and valid for serious consideration anywhere, it must also be remembered that no single approach to continued educational progress is practical or feasible. Levels of community progress vary; levels of leadership are different; community enthusiasm for good schools has no common level; appreciation for social forces which are changing the face of society varies; ways of working together are characterized by infinite variety; and school-community relationships may be characterized in many categories from excellent to poor. Each community, more so than ever before, must find its own point of departure for intensified efforts toward education which is excellent for everyone.

The days ahead will be different for many administrators, teachers, school patrons, and students. For those who neglect to plan wisely for these days, they may also be difficult days. Fortunately, the coin has another side; and on this side are sharply etched the figures of men, women, and children of all races whose energetic and confident efforts, with singleness of purpose, are focused on an earnest goal, "improved education for all."

Getting the Job Done

Acceptance of a common goal of this magnitude constitutes the first step in continued progress in any local administrative unit. Following this, activities in any particular unit or in any given school will vary considerably.

Getting the job done, now as heretofore, depends on men of good will, who—with optimistic determination—recognize the nature of change, the necessity for continuous planning and continuous evaluation, the desirability of intelligent flexibility, and the necessity for widespread involvement of all those who possess genuine interest in better schools.

New Education Act Calls for Local Initiative in Planning . . .

(Continued from page 1)

secondary pupils and teachers in public and nonpublic schools. Materials would belong to a public agency and would be loaned, not given away.

The federal funds for school library materials could not be substituted for state and local funds already being spent, but would have to be used to improve present programs.

Materials purchased with federal funds could not be used for sectarian instruction or religious worship and when made available for the use of students in nonpublic schools would have to be the same as those used or approved for use in the state's public schools. Selection of all books and other instructional materials for particular schools would be left to state and local educational authorities or agencies.

In states legally unable to provide materials for students in nonpublic schools, the U. S. Commissioner of Education would make available to those schools the same materials as used in the public schools. As with materials issued by the states, these would be on loan.

Title III

This title authorizes allocation of \$100,000,000 for supplementary educational centers and services in communities. North Carolina's estimated share is \$2,507,564. Its main purposes are—

- To improve education by enabling a community to provide services not now available to the children who live there
- To raise the quality of educational services already offered
- To stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs.

Grants would be made to local public educational agencies by the

U. S. Commissioner of Education, who would approve or disapprove local plans following review and recommendation of these proposals by the state education agency.

The Commissioner would have to ascertain that the grants are equitably distributed according to the size and population of the state, the geographic distribution of population within each state, the relative need of people in the different geographic areas of the state for the kinds of services to be offered, and the relative ability of particular local educational agencies to provide these services.

Local educational agencies applying for grants would be required to involve persons broadly representative of the cultural and educational resources of the area to help plan and carry out the local program, such as state educational agencies, colleges and universities, non-profit private schools, libraries, museums, artistic and musical organizations, educational radio and TV, and other resources. Each supplementary center or service would be designed to make optimum use of community resources.

The local agency also would have to meet certain criteria pertaining to fiscal responsibility, maintenance of local effort, and availability of the proposed service to all children from both public and nonpublic schools.

Title IV

This title amends the Cooperative Research Act to authorize \$100,000,000 over the next five years for the construction of national and regional educational research facilities. In addition to the construction funds, there is authorization for expansion of current programs of research and development and for establishment of a new program of training for educational researchers.

Proposals for grants would be drawn up by groups representing state departments of education, local school systems, and universities. Programs would generally

be centered in areas of population concentration, but laboratory activities would extend throughout each region.

Title V

This title authorizes \$25,000,000 for the development of programs and projects designed to improve the effectiveness of operations of State departments of education. North Carolina's estimated share is \$545,459.

For the first two years, the federal government would bear the entire cost. Thereafter, grants would be on a matching basis, with the Federal share ranging from 50 to 66 percent.

Provision is made for interchange of personnel between the U. S. Office of Education and State educational agencies.

State departments could request grants for a variety of programs and projects for such purposes as improving educational planning; identifying educational needs and problems; evaluating educational programs; collecting, processing, analyzing and reporting educational data; publishing and distributing curriculum materials; conducting educational research; improving teacher preparation; training individuals to serve in State and local educational agencies; and providing consultative and technical assistance in special areas of educational need.

Superintendent Honored

Raleigh's Board of Education voted on May 4 to name the city's newest senior high school in honor of Superintendent Jesse O. Sanderson.

In proposing the honor, board member Lewis H. Powell cited Sanderson's "very able administrative service" in the school system for 23 years.

The new school is under construction in the North Hills area.

Two Universities Join State Board of Education In Planning Proposed Regional Research Center

Joint committees representing Duke University, the University of North Carolina, and the State Board of Education are engaged in drawing up plans for a proposed regional educational laboratory to be established in the Research Triangle Area.

The two committees were appointed by Duke President Douglas C. Knight, UNC President William C. Friday, and State Board Chairman Dallas Herring to set up policies and to prepare the project proposal in coopera-

tion with the Learning Institute of North Carolina. The proposal, requesting funds under Title V of the Elementary and Secondary Education Act to aid in establishing the research center, will be submitted to the U. S. Office of Education next fall.

Planning Consultants

Consultative and coordinative assistance is being provided by Dr. C. Ray Carpenter of Pennsylvania State University, who is a visiting professor at UNC this year, and Harold Howe II, director of the Learning Institute.

Dr. Carpenter, a native of North Carolina, is a consultant to the Southern Regional Education Board in planning centers for the study of higher education. He recently served as planning consultant for a \$60 million medical center in Pennsylvania and is currently a consultant in planning a new university in Florida.

Committee Members

The policy committee held several meetings during the past few months, one of them with Dr. Ward Mason of the U. S. Office of Education, who is responsible for coordinating national planning of research and development centers. This committee is composed of Dr. Paul Sharp, chancellor of UNC at Chapel Hill; Dr. Everett Hopkins, vice president of Duke, and Dr. I. E. Ready, director of the Department of Community Colleges.

Members of the committee which is preparing the proposal are Dr. Arnold Perry, dean of the UNC School of Education; Dr. Howard Miller of the N. C. State University faculty; Dr. Edward T. Brown, assistant director, Department of Curriculum Study and Research; and Dr. Joseph M. Johnston, supervisor of Curriculum Development, State Department of Public Instruction.

School Planning Consultant Joins U. S. Office Staff

Dr. Dwayne E. Gardner, educational consultant in the Division of School Planning, State Department of Public Instruction, resigned that post effective May 31 to join the staff of the School House Planning Section, U. S. Office of Education, as a specialist in school building planning. He assumed his new duties at Washington on June 1.

Prior to joining the State School Planning staff in June 1962, he served eight years in the Nebraska State Department of Education in school plant planning and operation. He also was director of the Nebraska Surplus Property Program for eight years. A native of Dundy County, Nebr., he received his bachelor's, master's, and doctoral degrees from the University of Nebraska. He is a member of Phi Delta Kappa and several professional organizations.

During the past three years, Dr. Gardner has participated in about 60 school surveys and has worked with about 15 communities in developing educational specifications for new school plants. He has also served on several accreditation visitation teams for the Southern Association of Schools and Colleges.

He has supervised the preparation of two publications on educational planning issued by the School Planning Division and is the author of several articles on school planning and educational specifications which have appeared in the *Journal of the American Library Association*, the *American School Board Journal*, the *Audiovisual Instructor*, and the newsletter of the National Council on Schoolhouse Construction.

Last year, Dr. Gardner and Marvin Johnson, design consultant in the Division of School Planning, prepared an illustrated program on educational planning which they presented at the U. S. Office of Education, a conference of the Interstate School Building Service at Nashville, Tenn., and the annual Superintendents Conference at Mars Hill.

Ex-Principals Supervise

Pupil Accounting Operation

Two former principals, J. C. Beasley and James E. Rice, joined the staff of the Division of Teacher Allotment and General Control, Office of the Controller, State Board of Education, this year as supervisors of pupil accounting. Both assumed their new duties last August.

Beasley was principal of the Newland School in Avery County for 12 years prior to joining the State staff. His professional experience also includes three years of teaching and coaching in Yadkin and Avery counties. A native of Mount Airy, he received his A. B. degree from Catawba College after four years' service in the Navy during World War II. He earned his M. A. degree at George Peabody College and has done additional graduate work at Peabody and Appalachian State Teachers College.

Rice was principal of the Silk Hope School in Chatham County for four years. Prior to that he taught seven years in the Siler City Schools and one year at Ramseur. A native of Reidsville, he served in the Marine Corps from 1946 to 1948. He is a graduate of Elon College and received his M. E. degree from the University of North Carolina at Chapel Hill.

Ford Foundation Provides \$2.9 Million Grant To Establish Durham School Improvement Center

A \$2,945,000 Ford Foundation grant for the establishment of a school improvement center at Durham was announced on April 12, by Dr. Henry T. Heald, president of the foundation, at a meeting at Duke University.

More than 550 Durham children will be involved in the proposed model program of early education designed to help overcome the educational handicaps of culturally disadvantaged children.

Joint Operation

Duke University, named as recipient of the grant, will operate the program jointly with the Durham City and Durham County school systems, North Carolina College, and "Operation Breakthrough," coordinating agency for Durham's various privately and governmentally financed antipov-erty programs.

This is the second such educational improvement center established by the Southern Association of Schools and Colleges with Ford Foundation support. The first, set up last year, is operating at Nashville, Tenn.

Dr. Heald announced the grant at a special symposium honoring Dr. Paul M. Gross, professor of chemistry and former vice president of Duke, who will retire from the faculty on Aug. 31.

Three-Year Plans

Plans call for the program to begin "on a modest scale" this summer, said Dr. Everett H. Hopkins, president of Operation Breakthrough and vice president of Duke University. Several segments should be in operation by September, though the program will not be fully implemented for about three years, he stated.

The program will include nursery schools, kindergartens and special ungraded instructional classes at three elementary schools for pupils through age eight. South Side School will be used as a laboratory for experiments in

nursery and kindergarten education.

Consultants, Aides

Psychologist, psychiatrists, pediatricians and specialists from Duke and North Carolina College will cooperate in studying the children's backgrounds and in advising on various phases of the program.

Students from Duke and NCC will help staff the nursery, kindergarten, and elementary projects, and the two institutions will cooperate in training present and future teachers and guidance personnel to work in the program.

Several Phases

Dr. Hopkins said that the pre-school programs will be aimed at providing experiences that are a normal part of the lives of most children but which are often missed by culturally disadvantaged children—opportunities to carry on extended conversation, to develop ideas of size and shape, to visit places outside their neighborhoods, and to receive individual attention and encouragement.

Other aspects of the program will include parental education and special counseling for teenagers who are likely to marry and raise families in poorer neighborhoods, Dr. Hopkins said.

Coordination

Plans for the program will be coordinated by a committee consisting of the Durham City and Durham County school superintendents, representatives of the Duke and NCC departments of education, and a representative of the Durham Community Guidance Clinic. It is being coordinated with Operation Breakthrough, since that agency's antipov-erty efforts include tutorial, public health, housing, day-care, and neighborhood projects related to the educational improvement program.

Mrs. Joan K. Smith Serves On Publication Committee

Mrs. Joan K. Smith, assistant State supervisor of distributive education, was one of 12 persons in the nation invited by the U. S. Office of Education to serve as consultants in developing a publication on "Preparatory Programs in Distributive Education."

She attended a conference at Oklahoma City March 15-17 to work on the publication, which is designed for use by school administrators, guidance counselors, teachers, and teacher-educators in the field of distributive education.

Approximately 50 pages in length, the publication will cover the environment necessary for distributive education, the curriculum for preparatory distributive education programs, methods of preparatory instruction, and the organization and administration of preparatory instruction, Mrs. Smith said.

The consultants worked on developing curricula under both the Cooperative Plan and the Project Plan to include four competencies needed in distributive employment—in marketing, technology, human relations, and basic skills.

North Carolina has pioneered in the Project Plan, she explained, by initiating this school year the Marketing I course, which is being taught on the eleventh grade level in 40 schools. "This conference," Mrs. Smith said, "will help give North Carolina distributive education guidelines in developing new programs."

"The Project Plan, new to all States," said Mrs. Smith, "consists of a series of individually selected activities that give student the opportunity to experience theory in practice while developing competencies through assignments related to their career goals."

Curricula for the two plans were developed on two levels for the secondary schools, she said. One, the Elementary Jobs Curriculum,

(Continued on next page)

State, Federal Agency Actions Give Green Light To Expansion of Tar Heel Educational TV System

Several recent actions have given the go-ahead to the long-awaited extension of educational television facilities in North Carolina.

In 1963, the General Assembly appropriated \$1,250,000 to the University of North Carolina for construction of the first phase of an expansion program which eventually will result in the availability of educational television to virtually every school and home in the State.

Columbia Transmitter

On April 13, 1965, the first of four applications for construction permits to build new transmitters was granted to the Consolidated University by the Federal Communications Commission. A few weeks earlier, the University received a grant of \$120,517 from the Department of Health, Education, and Welfare under terms of the Educational Television Facilities Act to assist in the establishment of the first of the new stations.

The FCC permit provides for the construction of a TV broadcast transmitter to operate on Channel 2 at Columbia in Tyrrell County. Other applications now awaiting FCC action call for construction of transmitters at Asheville, Linville, and Concord.

Microwave Network

Then, on May 8, Ed Rankin, State Director of Administration,

announced that the State will purchase from equipment manufacturers the microwave relay system necessary to interconnect the broadcasting stations, rather than lease the microwave network. This decision followed a rather lengthy study comparing the costs and reliability of the two methods.

"We plan to have the system in operation by September, 1965," Rankin stated in announcing the decision.

John R. B. Hawes, Jr., supervisor of Television Education in the State Department of Public Instruction made the following comment following Rankin's announcement:

Plans for Use

"We are delighted that it now appears the new facilities will be available during the 1965-66 school year in some areas.

"The schools of North Carolina intend to make use of the educational television system as productively as possible, not only as a resource for teachers and students in the classroom but for the continuing education of professional personnel."

Information concerning on-the-air dates, coverage areas, reception equipment needed, and other related matters will be passed on to administrative units as soon as it becomes available from the University, Hawes said.

Linked to WUNC-TV

The Columbia transmitter will be the second in the projected State-wide ETV network. WUNC-TV (Channel 4) has been in operation for more than 10 years, with broadcasts originating at studios at Chapel Hill, Greensboro, and Raleigh.

The interconnecting microwave network would make it possible for all of the stations to transmit the same program simultaneously, Hawes explained. Provision also would be made for the transmitters to broadcast separate programs.

Seven Tar Heels Awarded Achievement Scholarships

Seven North Carolina students were among the 225 high school students from throughout the nation who received scholarship awards in the first National Achievement Scholarship Awards program, as announced on April 1 by the National Merit Scholarship Corporation, which administers the new scholarship program.

The list of winners includes 202 National Achievement Scholars and 23 who received sponsored Achievement Scholarships. The Tar Heel students, all of whom received National Achievement Scholarships, are—

Frances T. Hairston of Dunbar High, Lexington; Harriette L. Hardin of J. H. Hayswood High, Lumberton; Joanne A. Peebles of Cardinal Gibbons Memorial High School, Raleigh; William J. Earl, Paula A. Larke, and Roselle L. Wilson, all of Bishop McGuinness Memorial High School, Winston-Salem.

The National Achievement Scholarships are being provided for five years by a \$7 million Ford Foundation grant. The winners were selected from a list of 639 finalists, which included 31 nominees from North Carolina.

Each scholarship has a value of from \$1,000 (\$250 per year) to \$6,000 (\$1,500 per year), depending on the student's need.

The finalists were chosen by an expert selection committee from among some 4,200 candidates nominated by some 1,300 public and private secondary schools throughout the United States. Both finalists and scholars were selected in four geographic divisions arranged to make the distribution of awards proportional to the distribution of Negro population.

Nowadays most school boards are looking only for alert young men between the ages of 30 and 40 with Doctor's degrees and 20 years of experience. —M. Dale Baughman

(Continued from page 6)

emphasizes basic techniques in sales and sales-supporting services; essential marketing concepts; social competencies; and fundamental skills in computation and communication. It would utilize the Project Plan. The other, Career Development Jobs Curriculum, emphasizes the functions of marketing, merchandising and management in distributive businesses, and would utilize either the Cooperative or Project Plan of training.

State School Facts

MAY, 1965

North Carolina's School Dropout Rate Decreased Nearly 14 Percent In Last Decade, Study Shows

A decrease of nearly 14 percent in the dropout rate for North Carolina's public schools is indicated by data recently compiled by the Statistical Services of the State Department of Public Instruction.

Comparing the number of high school graduates in each of the 100 counties for the years 1955-64 with the corresponding fifth grade enrollment seven years earlier, the statistical tables show that for the State as a whole, the percentage of losses decreased steadily from 57.7 to 43.9 percent, or a decrease of 13.8 percent over the 10-year period.

This figure can be accepted as reflecting the decrease in the dropout rate, said W. W. Peek, director of Statistical Services, since the effects of population shifts are largely offsetting for the State as a whole.

Interpretation of Data

Gain and loss percentages for specific counties, however, may not accurately reflect their retention and dropout rates, Peek observed, especially if only the figures for 1955 and 1964 are compared. There are two main reasons why this is so, he said.

- Analysis of the entire set of

For those counties which have not had a high percentage of students immigrating or emigrating during the decade, the gain and loss percentages would closely approximate their actual retention and dropout percentages for the periods indicated.

Statistics in this study were compiled for counties instead of for school administrative units. This was done to avoid misleading figures due to school consolidations and reorganizations, as well as population shifts within the counties. It also facilitates comparison of these statistics with other population studies.

10-Year Percentages

The final column of the table gives the percentage for each county and for the State based on 10-year averages of number of high school graduates as related to averages of the corresponding fifth-grade enrollments. Though it is not possible to set up a table which is concise and which also gives a picture of the various patterns for the several counties over the 10-year period, comparison of the 10-year percentage with the 1955 and 1964 percentages affords a better idea of the overall pattern than could be gained from

DATA ON HIGH SCHOOL GRADUATES RELATED TO FIFTH GRADE ENROLLMENT SEVEN YEARS EARLIER

1955-1964

COUNTY	High School Graduates 1955	Losses From 1947-48 5th Gr. Enr'ment	Percent 1947-48 5th Gr. Enr'ment Graduated	High School Graduates 1964	Losses From 1956-57 5th Gr. Enr'ment	Percent 1956-57 5th Gr. Enr'ment Graduated	Percent 10 Yr. Av. 5th Gr. Enr'ment Graduated
Alamance	718	646	52.6	1000	660	60.2	57.0
Alexander	144	233	38.2	149	187	44.3	44.3
Alleghany	100	80	55.6	70	89	44.0	43.0
Anson	213	455	31.9	352	277	56.0	45.9
Ashe	216	352	38.0	275	186	59.7	46.1
Avery	150	224	40.1	169	176	49.0	43.2
Beaufort	411	455	47.5	497	348	58.8	54.8
Bertie	230	470	32.9	360	360	46.1	40.6
Bladen	318	502	38.8	378	464	44.9	43.4
Brunswick	214	304	41.3	281	216	56.5	50.7
Buncombe	971	1181	45.1	1490	977	60.4	54.1
Burke	401	524	43.4	599	435	57.9	49.0
Cabarrus	623	820	43.2	921	549	62.9	51.5
Caldwell	327	684	32.3	506	525	49.1	44.2
Camden	43	73	37.1	65	72	47.4	43.2
Carteret	225	185	54.9	316	201	61.1	58.6
Caswell	218	283	43.5	289	476	46.7	38.6
Catawba	622	612	50.4	929	476	66.1	58.6
Chatham	254	305	45.4	388	233	62.5	56.5
Cherokee	152	287	34.6	225	197	53.3	41.1
Chowan	123	167	42.4	119	159	42.8	44.1
Clay	62	103	37.6	67	81	45.3	44.4
Cleveland	615	914	40.2	829	740	52.8	47.0
Columbus	348	777	41.4	726	655	52.6	45.8
Craven	305	518	37.1	516	570	47.5	44.7
Cumberland	596	864	40.8	1316	847	60.8	50.6
Currituck	62	83	42.8	76	57	57.1	49.5
Dare	44	86	33.8	57	73	48.8	46.1
Davidson	604	674	47.3	914	710	56.3	53.5
Davie	118	152	43.7	217	104	67.6	51.5
Duplin	423	616	40.7	528	463	53.3	47.6
Durham	701	792	47.0	1183	873	57.5	51.3
Edgecombe	345	624	35.6	462	525	46.8	39.7
Forsyth	1184	1204	49.6	2106	1073	66.2	57.0
Franklin	304	456	40.0	366	376	44.1	44.1
Gaston	941	1443	39.5	1283	1405	47.7	43.8
Gates	82	104	33.3	131	108	51.8	45.1
Graham	69	115	37.3	86	108	55.5	46.8
Granville	334	439	40.6	431	431	43.7	45.4
Greene	185	311	37.3	139	246	41.5	41.5
Guilford	1519	1532	49.8	2686	1476	64.5	57.2
Halifax	441	866	33.7	742	792	48.4	40.7
Harnett	470	709	39.9	655	519	55.8	46.2
Haywood	389	456	46.0	528	346	60.4	52.0
Henderson	485	169	72.0	316	316	56.4	61.3
Hertford	189	296	39.0	287	276	51.0	46.0
Hoke	124	149	32.3	149	229	38.5	38.5
Hyde	65	118	35.5	73	50	59.3	46.2

widely from year to year. There was considerable variation in the patterns of increase and decrease for various counties.

• For counties which experienced appreciable population losses or gains during the period under study, dropout percentages would be proportionately less or greater each year than the percentages shown in these tables. Previous studies of enrollment and population shifts during this period show that 39 counties experienced overall decreases in enrollment and that several counties had gains in enrollment and population far in excess of the State average. These enrollment gains and losses would have to be taken into consideration in computing the actual retention and dropout rates.

County Statistics

Despite these important qualifications, the statistics do indicate that the dropout rate in the majority of the 100 counties has decreased appreciably and rather steadily over the past 10 years.

Our students will not understand their own country, its potential, its needs or its goals by just reading standard texts or tracing Grant South or drawing datelines. They need to know what is being proposed for us by politicians, by statesmen, by philosophers, and by crackpots—they need to be able to distinguish between the four—they need to know how to evaluate, they need to be able to come up with their own objective conclusions. — Warren G. Hill

10-year percentage (49.3), and only 6 counties graduated slightly less than 40 percent, the remainder graduating more than 40 percent.

The 10 counties with the highest 10-year percentages were Henderson (61.3), Mecklenburg (60.9), Catawba (58.5), Carteret (58.0), Rowan (57.7), Guilford (57.2), Wake (57.1), Forsyth (57.0), Alamance (57.0), and Chatham (56.5).

The 10 counties with the highest percentages for 1964 were Mecklenburg (70.5), Davie (67.6), Wake (66.3), Forsyth (66.2), Jones (64.6), Guilford (64.5), Stanly (63.6), Cabarrus (62.9), Chatham (62.5), and Yadkin, (62.2).

Percentage Gains

Comparison of the 1955 and 1964 figures shows that—

- Nearly half of the counties had gains in the percentage of fifth graders graduating from high school greater than the 13.8 gain for the entire State.
- Seventeen counties had gains of over 20 percent and 23 counties gains of less than 10 percent.

• In 1955, only 10 counties graduated 50 percent or more of their 1947-48 fifth-grade enrollment; in 1964, 66 counties graduated more than 50 percent of their 1956-57 fifth-grade enrollment, 23 of these over 60 percent.

• In 1955, 42 counties graduated less than 40 percent, and in 1964, only 2 graduated less than 40 percent, of their corresponding fifth-grade enrollment.

• Both years, 42 of the counties graduated percentages of corresponding fifth grade enrollments exceeding the State average for that year.

	288	329	46.7	360	281	60.9	51.8
McDowell	1311	1799	42.2	3102	1301	70.5	60.9
Mecklenburg	118	273	30.2	186	159	53.9	45.5
Mitchell	335	244	43.2	224	236	49.8	43.2
Montgomery	335	368	40.3	438	374	53.9	50.5
Moore	626	867	41.9	944	817	53.6	45.5
Nash	743	424	63.7	792	627	55.8	52.0
New Hanover	230	449	33.9	324	483	41.7	37.8
Northampton	227	356	38.9	505	383	56.9	50.9
Onslow	269	305	50.0	319	305	51.1	52.5
Orange	100	122	45.0	136	87	61.0	47.4
Pamlico	145	326	30.8	292	225	56.5	47.7
Pasquotank	151	314	32.5	281	204	57.9	49.5
Pender	99	144	40.7	140	83	62.8	50.0
Perquimans	295	338	46.6	326	264	55.3	49.0
Person	565	974	36.7	818	883	48.1	43.0
Pitt	120	205	36.9	124	145	46.1	41.0
Polk	455	527	46.3	680	525	56.4	51.6
Randolph	337	559	37.6	554	445	55.5	48.6
Richmond	670	1476	31.2	1045	1475	41.5	35.9
Robeson	649	824	44.1	783	616	56.0	47.3
Rockingham	716	741	49.1	915	518	63.9	57.7
Rowan	444	615	41.9	563	425	57.0	48.8
Rutherford	532	723	42.4	755	413	64.6	51.1
Sampson	167	220	28.4	299	419	41.6	36.2
Scotland	356	369	49.1	529	303	63.6	59.0
Stanly	197	313	38.6	212	241	46.8	42.8
Stokes	488	594	45.1	618	476	56.5	50.0
Surry	88	134	39.6	96	130	42.5	39.7
Swain	135	212	38.9	230	131	63.7	50.0
Transylvania	52	52	50.0	32	80	28.6	47.7
Tyrrell	410	610	40.2	570	420	57.6	47.0
Union	247	529	31.8	346	466	42.6	38.0
Vance	1007	1195	45.7	1824	929	66.3	57.1
Wake	276	396	41.1	326	285	53.4	46.8
Warren	136	161	45.8	137	189	42.0	45.2
Washington	161	218	42.5	188	136	49.0	47.2
Watauga	629	771	44.9	910	600	60.3	54.4
Wayne	374	697	34.9	545	464	54.0	44.2
Wilkes	431	732	35.2	667	597	52.8	47.2
Wilson	257	237	52.0	295	179	62.2	53.0
Yadkin	148	260	36.3	179	173	50.9	42.6
Yancey	49160	49160	42.3	53106	41501	56.1	49.3
State Total	35864	49160	42.3	53106	41501	56.1	49.3

STATE TOTALS AND PERCENTAGES NORTH CAROLINA PUBLIC HIGH SCHOOL GRADUATES, 1955-1964 AS RELATED TO FIFTH GRADE ENROLLMENT SEVEN YEARS EARLIER

Year	Enrollment 5th Grade Seven Years Earlier	High School Graduates	Losses From 5th Grade Enrollment	Percent 5th Grade Enrollment Graduated
1955	85,220	36,060	49,160	42.3
1956	84,795	38,398	46,397	45.3
1957	85,339	38,581	46,758	45.2
1958	86,934	40,514	46,420	46.6
1959	88,829	42,954	45,875	48.4
1960	90,836	45,291	45,545	49.9
1961	96,704	50,187	46,517	51.9
1962	92,786	48,068	44,718	51.8
1963	90,678	48,594	42,084	53.6
1964	94,607	53,106	41,501	56.1

Foundation Backs Project Aimed at Improving Educational Opportunities in Small High Schools

With the trend to school consolidation well under way throughout the Tar Heel State, the needs of smaller high schools have not been forgotten, as evidenced by an unusual pilot project which began this year, supported by a grant from the Southern Education Foundation.

Dr. Joseph M. Johnston, supervisor of curriculum development in the State Department of Public Instruction, is coordinating the Project on Small High Schools. He explained that the first year has been devoted to planning and devising means for improving and augmenting educational opportunities and other services available to students at three high schools.

Schools, Consultants

A \$2,800 grant just received from the Foundation will support the second year of the proposed four-year project, during which the programs will be put into effect in each of the schools—Cape Hatteras High School at Buxton in Dare County; the O. A. Peay High School at Swan Quarter in Hyde County, and Hawkeye High School in Hoke County.

Consultants who have been working with the staffs of the schools and their respective administrative units in developing the augmented programs are V. J. Colombo, principal of Plymouth High School, and Gray Hodges, Beaufort County supervisor, both working with the Cape Hatteras staff; Dr. Rosaline Edwards of the Elizabeth City State College faculty, and E. N. Warren, principal of Ayden High School, both with the O. A. Peay program; and

Unless Education promotes character making, unless it helps men to be more moral, juster to their fellows, more law-abiding, more discriminatingly patriotic and public spirited, it is not worth the trouble taken to furnish it — William Howard Taft

Samuel C. Stell, assistant superintendent of Robeson County Schools, with the Hawkeye program.

Tailored to Needs

Among the means for improving course offerings and services which have been considered at conferences of superintendents, supervisors, principals and teachers of the respective units and schools are multiple scheduling of classes, team teaching, use of programmed materials and supervised correspondence courses, and flexible scheduling, Dr. Johnston said. Each school's program is tailored to the specific needs of its students.

It is expected that the project will result in findings which will benefit small high schools located in areas which practically preclude their being consolidated with other schools. The purpose is to find ways in which educational opportunities for students in such schools can be equalized, as far as possible, with those offered students in larger schools.

Dr. Johnston stressed that the aim is to find workable and economical ways of accomplishing this purpose, without adding staff members or expanding the school's facilities to any degree. The programs are being designed to free some of the teachers from part of their present teaching duties so they can devote part of their time to new services.

Four-Year Project

The first-year grant is being used for professional materials and to pay the consultants, he said, and the second-year grant will provide instructional materials (about \$2 worth per pupil) as well as for paying the consultants.

The next two years will be devoted to putting the planned programs into effect, and the fourth year to evaluating the results and to preparing and publishing the project report.

Commissioner Graham Cites Improved School Lunches

"School lunches have been better than ever this year," State Agricultural Commissioner James A. Graham observed recently in reviewing a report prepared by Jay P. Davis, commodity distribution director for the Department of Agriculture's Market Division.

Graham said there has been "greater variety and addition of more meat servings from surplus for the 750,000 hot meals served in North Carolina school lunch-rooms each day of the school year."

Surplus food commodities are being distributed to 2,075 schools, a majority of which participated in the National School Lunch Program, Graham said. He cited the following statistics from the report:

- Ground beef and roasts provided through the program had a wholesale value of approximately \$3,400,000. From surplus commodities alone, 245 carloads of frozen boneless beef (six servings per child per month) were served to school children.
- In addition to the beef, the schools received 98 carloads of frozen turkey and 76 carloads of frozen chicken.
- Thirty-six items are included on the list of food commodities; new items available this year include date pieces, pineapple tidbits, and split peas.

Davis explained that the surplus food commodities form a nucleus for other foods purchased locally. Generally, three out of every four dollars in food values is spent locally, he said. Items coming from North Carolina producers and processors included sweet potatoes, flour, and turkeys.

All the great thinkers have been masters of metaphor because all vivid thinking must be in images and the philosopher whose metaphors are blurred and diluted is one whose thinking is blurred and diluted. — T. Sharper Knowlson

Chapel Hill Board, University Join in Planning Child Development Study Center-School Complex

Plans for a multi-million dollar child development research and demonstration center to be established at Chapel Hill were reviewed in a feature article in the Chapel Hill Weekly in mid-April.

The proposed center, to be operated in conjunction with the Frank Porter Graham School, would be operated under the joint sponsorship of the Chapel Hill School Board, the Learning Institute of North Carolina, and the University of North Carolina.

It would include two basic units housed in a single complex of buildings—a day care center accommodating 230 children, and a 24-classroom laboratory school for 600 children in grades 1-6, as well as other research and demonstration facilities.

Steps in Planning

Plans for the Center have been approved by the sponsoring agencies, subject to availability of funds in the form of grants from private foundations and matching grants from the Federal government. Estimated cost for the first five years is in excess of \$5.3 million with about three-fifths of this amount earmarked for construction.

Dr. Halbert B. Robinson, acting project coordinator, said that the proposed center has been under study for about 4½ years and active planning has been in progress for 1½ years.

Among those who have been actively involved in the project planning, he said, are Dr. Harold Howe II, director of the Learning Institute; the Chapel Hill School Board and Dr. Howard Thompson, school superintendent; Dr. Thelma Thurstone, Dr. Harriet Rhin-gold; and Dr. Ann Peters.

Proposed Facilities

The University would own and operate the day care center, which would be built adjacent to the present Frank Porter Graham School, under a long-term agree-

ment with the Chapel Hill Board of Education. Plans call for expansion of the existing school, which opened in 1962. Constructed at a cost of about \$300,000, the school plant now includes 12 classrooms, a library, and administrative offices. At present, the school has an all-Negro enrollment of 300.

The proposed center would include 12 additional elementary classrooms; three classrooms for special research and demonstration programs; 10 pre-school classrooms; and additional cafeteria and multipurpose room; closed circuit television facilities; additional pay and recreational facilities; laboratories and shops; a teachers' center; a health center; and additional administrative offices.

Advanced Curriculum

Designed to help meet the needs of culturally disadvantaged children, the day care center program would involve basic research into various aspects of child development—psychological, social, educational, and physical—directed toward better understanding of the effects of cultural deprivation and the improvement of the motivation and achievement of young children.

The elementary school would have specially trained staff members, and would offer an advanced curriculum, utilizing the latest teaching techniques and materials that can be provided. New techniques would be used in teaching foreign languages, mathematics and reading, and the curriculum would include art, dance and music courses. Recreational activities and supervised study are also planned.

Plans call for the day care center to be open from 7:30 a.m. to 6:30 p.m. five or six days a week and for the laboratory school to operate at capacity nine months of the year and at about 50 percent of capacity the remaining three months.

Original Salisbury School Retired After 84 Years' Use

Salisbury's oldest public school, the Frank B. John Elementary School, was retired from active service after 84 years on April 5, when the entire school organization was moved to the new Carroll T. Overton School.

Superintendent J. H. Knox said that school records show that the north wing of the Frank B. John School was constructed about 1881. It was the community's original public school.

Reporting the change in a letter to State Superintendent Charles F. Carroll, Superintendent Knox noted that the new school was named by the Salisbury Board of Education in honor of its chairman and in recognition of his many years of outstanding service on the Board.

Schedule Visits By Groups, Museum Official Advises

Anticipated visits to the North Carolina Museum of Art by students throughout the State should definitely be scheduled in advance, according to Charles W. Stanford, Jr., curator of education for the Museum. "In order to avoid long waiting lines and in order to have sufficient voluntary guides available to assist all student in getting the most from their visits to the Museum, it is necessary that visits be scheduled at least three weeks in advance of the projected tour."

Stanford also suggests that schools, especially those with no art history instruction, send for slides and lecture materials for use before their visits. Slides with accompanying lectures, which teachers may adapt in terms of students involved, are available relative to the eight schools of painting represented in the museum collection. Other materials are also available for teachers.

For further information those interested should write to Charles W. Stanford, curator of education, North Carolina Museum of Art, Raleigh.

Underachievers Respond to Positive Approach, Experience of Success at Advancement School

North Carolina's unique Advancement School at Winston-Salem moved into its first full term on March 24 as the staff welcomed 285 eighth grade boys about to begin an exciting 11 weeks of participation in a challenging and stimulating educational experiment.

Dr. Gordon L. McAndrew, director of the residential school for underachievers, reviewing the first few months of the school's operation, observed that the boldly conceived program evidently has had positive results with the first two groups of students. The school went into operation on Nov. 8, 1964, when a group of 80 boys began a six-week pilot session, and the second session began in January.

Generally, he said, the boys have shown improvement, many of them improving sharply on test scores. Reports from parents indicate that the attitudes of many of the boys were greatly improved after attending the school.

Positive Approach

"We don't know exactly what is causing the change," Dr. McAndrew observed, citing a number of factors which might be responsible. It may be the "positive tone of the place," the individual attention the students receive, the stimulation of attending a residential school, the use of a variety of instructional approaches and equipment, or the merit point system, he said.

The entire program and the general approach are designed to provide encouragement and to provide opportunities for the boys to experience success. The merit point system allows the boys to win a certain number of points each week, "and there are no demerits," Dr. McAndrew noted. For 100 points, a boy gets a school jacket; for 200 points, a pin, and for 275, a block sweater.

Student Activities

Donald Hayes, the school's director of admissions, said that the boys selected to attend the school are students with average or above-

average mental ability, as indicated by standardized tests, but who are achieving below this level of ability. All of the students are at least one year behind their eighth-grade level, with low or failing grades, and most have problems with reading.

The boys are assigned to living groups of about 15, with a counselor for each group. These counselors—former Peace Corps volunteers, young college graduates, or students on leave from colleges with work-study programs—live with the boys in the dormitories and organize sports and other activities.

Each student has a tutor who helps him twice a week with basic study skills. Most of these tutors are student volunteers from Winston-Salem's three colleges.

The school has a permanent staff of about 40 teachers, psychologists, and administrators, and each term a group of visiting teachers from a number of school administrative units is in residence for the entire session. There are 22 visiting teachers this session, and it is expected that 50 visiting teachers will accompany the boys to the school next term.

Research and Evaluation

Dr. Lawrence Conant, who left the education department of the University of British Columbia to become director of research at the Advancement School, reiterated Dr. McAndrew's observations about the positive total effect of the school. However, helping the boys is only half of the school's job, he said. The staff is also working hard to find concrete methods for teaching underachievers in the public schools.

Finding out exactly what works with underachievers and what doesn't is hard, Dr. Conant said. Just living at the school may have a big effect on their learning. Many experience success for the first time. A great deal of research, evaluation, and follow-up will be required to translate the school's experience into objective evidence

Report Reviews Status Of In-Service Programs

North Carolina's coordinated programs of in-service education for teachers are reviewed in a new publication, *Report on the Program for Professional Improvement of Teachers*, issued by the Division of Professional Services, State Department of Public Instruction (Publication No. 386).

Basically a status report on the program for 1963-64, the 27-page bulletin includes several statistical tables; a statement of the program's major objectives; a review of major developments over the past three years; observations by the State supervisor; and proposals for future development.

It was prepared by Dr. James Valsame, State supervisor of the Special In-Service Teacher Education Program. Copies have been widely distributed to school superintendents, supervisors, college faculty members, and others involved in developing in-service education programs.

"North Carolina was among the first states to provide funds at the State level specifically for the in-service education of teachers," observes Dr. Charles F. Carroll, State Superintendent of Public Instruction, in his Foreword to the Report. "During the past three years more than 20,000 teachers have been involved in the program."

Dr. Carroll cites several factors which require that in the future even greater emphasis be placed on continuing or in-service education of teachers, including the "explosion of knowledge," the increasing mobility of teachers, and the increasing complexity of the teacher-preparation process.

and findings which can be of use in local school programs.

Teaching methods will be tested by comparing classes learning by conventional methods with classes in which teaching machines and other instructional approaches are used.

More Than Half of North Carolina's Pupils Ride Daily on Buses Operated by County School Units

More than 54 percent of North Carolina's public school pupils in averaging daily attendance during the 1963-64 school year (585,871 pupils) were transported in school buses, according to *Transportation Data*, the annual report issued by the Division of Transportation, State Board of Education Controller's Office.

The 1963-64 report includes summary data for the school years 1955-56 to 1963-64, inclusive, and tables showing the ranking of the county administrative units in various categories, such as number of regular buses operated, average number of pupils transported daily, average number of miles traveled daily per bus, and various operating and repair costs.

Among the significant statistics included in the report are the following:

- The number of pupils transported increased 1.08 percent over 1962-63, but the percentage of average daily attendance transported decreased slightly, from 54.2 to 54.1 percent.
- The number of buses in operation was 134 more than the 1962-63 total, an increase of 1.54 percent.
- Total mileage increased 1.96 percent over the previous year.
- Total operating cost increased 9.09 percent over 1962-63, reflect-

ing rising costs of such items as repair parts and salaries of mechanics.

- The number of pupils transported daily per bus ranged from 106.96 to 41.16, the average for the State being 66.12.

- The average number of miles per gallon per bus was 5.769, and the county averages ranged from 7,738 to 4,764.

- The average operating cost per mile for the State was just over 12 cents, with the county averages ranging from 7.78 cents to 15.3 cents.

- The average number of miles traveled daily per bus was 37.1, ranging from 53.6 in Hoke County to 28.6 in Swain.

- The average number of pupils transported daily ranged from 21,213 in Guilford to 782 in Tyrrell. Other counties ranking in the top 10 in this category were Mecklenburg, Buncombe, Wake, Robeson, Forsyth, Cumberland, Gaston, Johnston, and Davidson.

- The number of regular buses operated ranged from 255 in Guilford to 18 in Dare. Other counties in the top 10 in this category were Mecklenburg, Wake, Robeson, Johnston, Cumberland, Forsyth, Pitt, Sampson, Columbus.

The accompanying table, abridged from the table included in the annual report, offers a five-year comparison of data in several significant categories.

Highway Patrolman's Idea Sparks Safety Belt Drive

A Valdese State trooper's idea that seat belts should be installed in the driver's seat of every school bus has sparked a movement which has spread to several counties.

State Trooper M. A. Joines conceived the project after a conversation with Zennie Cox, chief mechanic at the Burke County School garage. He enlisted the support of local civic clubs, and a local automobile dealer agreed to donate the 115 belts needed.

The idea was picked up by State troopers in Marion, and auto and supply dealers there donated the belts for installation in all McDowell County buses. About a month later, Highway Patrolman Bill Sawyer at Brevard worked out an arrangement with a local auto firm to provide the belts for Transylvania buses.

The movement has the endorsement of the State Department of Motor Vehicles, which has found that many school bus accidents would be avoided if the drivers were wearing the safety belts.

Similar projects reportedly are under way in a number of other counties.

Trooper Joines deserves praise for following through a good idea, and the firms and organizations which have volunteered to provide the belts are to be commended for their recognition of the opportunity to make a real contribution to the safety of the many students who ride on buses daily.

STATE SUMMARY DATA—PUBLIC SCHOOL TRANSPORTATION, 1959-60 TO 1963-64

	1959-60	1960-61	1961-62	1962-63	1963-64
Number of buses operated	8,235	8,386	8,571	8,727	8,861
Number of children transported daily	537,877	550,171	560,667	575,516	585,871
Number transported daily per bus	65	66	66	66	66
Miles traveled	54,757,487	55,546,510	57,182,210	58,421,268	59,564,300
Miles traveled daily per bus	36.737	36.595	36.874	36.985	37.139
Total operating costs	\$6,217,352	\$6,340,523	\$6,814,450	\$7,172,327	\$7,237,542
Gallons of gasoline used	8,833,501	9,110,328	9,429,921	9,775,480	10,032,420
Operating cost per mile	\$1.135	\$1.142	\$1.191	\$1.228	\$1.215
Operating cost per bus	\$754.99	\$756.08	\$795.15	\$821.67	\$816.78

Revised Edition of 'About Going to College' Offers Basic Information, Advice to Students

Copies of the revised 1965 edition of *About Going to College* (Publication No. 314) have been distributed to high schools, school superintendents and college presidents throughout the State.

Designed primarily as an aid for prospective college students, the publication contains basic information on all public and non-public junior and senior colleges in North Carolina, lists of other post-secondary educational institutions, and general discussions on how to choose a college, financing a college education, admission procedures and requirements, course credits and other pertinent topics.

Journal Features Article By Ashe Central Principal

R. O. Jackson, principal of Ashe Central High School at West Jefferson, is the author of an article on the school's vocational education program appearing in the May issue of the *Bulletin of the National Association of Secondary School Principals*.

Jackson's article describes the planning of the school's diversified vocational program, based on extensive surveys of the work opportunities, resources, and economic growth of Ashe County. These surveys were analyzed by the local administrative personnel and staff members of the Vocational Education Division, State Department of Public Instruction.

The program begins with an occupational orientation course for freshmen, broadens into exploratory courses of diversified occupational areas in the tenth grade, and culminates with intensive study in a field of specialization chosen by the student in the eleventh and twelfth grades.

It includes a wide range of specialized courses, as well as three years of vocational agriculture and vocational home economics courses. Plans call for the addition of more advanced home economics courses and several business courses.

A valuable new feature of the 1965 edition is a foldout table listing basic information for each of the colleges on entrance requirements, costs, enrollment, accreditation, control, affiliation, and highest degrees offered.

Cosponsored by the Committee on High School-College Relations of the N. C. College Conference, the publication was originally issued in 1957. The 1965 edition, extensively revised, was prepared by Morris C. Brown, Supervisor of Teacher Recruitment, Scholarship and Placement, Division of Professional Services, State Department of Public Instruction.

Copies are available free of charge in limited numbers. Requests should be addressed to Mr. Brown's office.

Business Educators Attend Annual Conference at UNC-G

More than 300 business education teachers from throughout the State attended the 24th annual Business Education Conference held March 6 at the University of North Carolina at Greensboro.

They heard discussions of "Implications of Reorganization of State-Supported Institutions" by J. Everette Miller, assistant State superintendent of public instruction; "Implications of the Vocational Act of 1963 and the Economic Opportunities Act" by Dr. James L. White, coordinator of the Economic Opportunity Program in North Carolina, and "Implications of Education for Business" by Miss D. Macil Via, supervisor of business education, State Department of Public Instruction.

At the conclusion of the conference, George Grill, instructor in the Department of Business Education and Secretarial Administration, UNC at Greensboro, was named chairman of the next annual conference. Mrs. Elizabeth Collins of the UNC-G faculty was this year's chairman.

New Army ROTC Program Offers 1,000 Scholarships

A new Army ROTC scholarship program will provide financial assistance to 1,000 male college students throughout the nation, beginning next September.

As authorized by the ROTC Vitalization Act of 1964, four-year scholarships will be awarded to 400 qualified students and two-year scholarships to 600 students. The four-year awards will be restricted to students entering college for the first time.

The awards provide a stipend of \$50 per month for each recipient, as well as defraying tuition, textbook costs, and laboratory fees. The monthly stipends will be paid from the date scholarships begin until graduate, including summer vacation periods, except for six-week training camp sessions, during which students will be paid \$120.60 per month plus transportation.

Applications for the first year were due by May 1. Candidates will be notified during July.

Upon graduation from college and successful completion of their Army ROTC studies, scholarship holders are required to accept, if offered, either a regular or a reserve commission as a second lieutenant, and to serve at least four years on active duty in the Army.

Four-year applicants may attend any of the 247 colleges and universities throughout the country at which Army ROTC programs are conducted. Two-year applicants must be cadets in good standing in the second year of their Army ROTC course.

Army ROTC programs annually produce more than 10,000 young officers. The new scholarship program emphasizes the importance of the program to the Army as its largest single source of officers.

A duty dodged is like a debt unpaid; it is only deferred and we must come back and settle the account at last. — Joseph Fort Newton

The Attorney General Rules . . .

Education: Public Schools; Agreements Between Administrative Units As To Assignment of Pupils

In reply to your recent inquiry:

You state that a city and county administrative unit have for a number of years by written agreement assigned a group of county pupils to a city school located near the district line. This agreement has been satisfactory but it does not specify that this particular school is the only one in the city unit that the county pupils may attend.

You inquire if you can incorporate in the agreement a provision

Primary Education Trends Surveyed at Durham Meeting

Sponsored by the Durham City Schools and Science Research Associates, a conference on new developments in primary education in reading, mathematics, and social studies was held at Brogden Junior High School, April 10. More than 500 interested educators participated.

Kenneth W. Seaman, vice president of Science Research Associates, Inc., gave the keynote address; and was assisted by the following specialists: Miss Florence Nelson, Reading Clinic, University of South Carolina, in the area of reading; Mrs. Helen Frehmeyer, teacher, Maple Heights School, Maple Heights, Ohio, in the area of mathematics; and Dr. Elizabeth Stack, head, education department, Agnes Scott College and formerly a teacher at Needham Broughton High School in Raleigh, in the area of social studies.

Other conference leaders included Lew Hannen, E. C. Phillips, Mrs. Ruth L. McRackan, Mrs. Helen G. Reade, Mrs. Zelma C. Daniels, B. John Joyce, Charles Jenkins, and Hannis Latham.

that pupils crossing a district line be admitted to one specific school in the city unit or else apply to the county board of education for reassignment to another school in the county unit.

It is provided by G. S. 115-176 that "A child residing in one administrative unit may be assigned either with or without the payment of tuition to a public school located in another administrative unit upon such terms and conditions as may be agreed in writing between the boards of education of the administrative units involved and entered upon the official records of such boards."

We see no reason why the two boards cannot agree in writing that pupils assigned from the county unit to the city unit can only attend one specific school. In our opinion this would be a valid contractual agreement. Attorney General, February 5, 1965.

52 North Carolinians Win 1965 Merit Scholarships

Fifty-two North Carolina high school students are among the more than 1,900 from throughout the nation named as winners of Merit Scholarships in the 10th annual national competition conducted by the National Merit Scholarship Corporation.

John M. Stalnaker, president of the nonprofit corporation, in announcing the 1965 winners, noted that this group brings to over 11,000 the total number of Merit Scholars named. The number of business corporations and other organizations sponsoring Merit Scholarships has increased from 24 to some 270, and the number of high schools participating has increased from 10,000 to 17,150. Today the participating schools enroll about 90 percent of the nation's high school students, he observed.

Twelfth Annual Conference On School Law Set at Duke

Educators and legal experts will join in discussions of a wide range of current issues at the twelfth annual School Law Conference to be held at Duke University June 22 and 23.

Principal discussion topics on the program include Newton Edwards, professor emeritus, University of Chicago; Lee O. Garber, professor of education, University of Pennsylvania; Martha L. Ware, assistant director, Research Division, National Education Association; August W. Steinhilber, head of the School Law Unit, U. S. Office of Education; John de J. Pemberton, Jr., executive director, American Civil Liberties Union; E. Edmund Reutter, Jr., professor of education, Teachers College, Columbia University; and Roland H. Nelson, associate dean, School of Education, Northwestern University.

Presiding at the general sessions will be Amos C. Dawson, Jr., executive secretary, N. C. Education Association; J. Francis Paschal, professor of law, Duke University; Vester M. Mulholland, director of Educational Research, State Department of Public Instruction, and William Henry Shaw, superintendent, Muscogee County Schools, Columbus, Ga. David V. Martin, assistant professor of education, will serve as moderator of the opening panel discussion, "School Law Comes of Age."

E. C. Bolmeier, professor of education, and William H. Cartwright, chairman of the Department of Education at Duke, were in charge of planning for the annual conference.

The value of the Merit Scholarships awarded this year is about \$7½ million, bringing the sum spent or committed for scholarships by the sponsors and the National Merit Scholarship Corporation to more than \$41 million for the first 10 years.

Business Colleges Offer Specialized Programs

North Carolina's 44 private business colleges reported a total enrollment of 5,691 students for the fall quarter of 1964, including 4,008 full-time students enrolled for 25 clock hours of instruction per week. The largest of these schools had an enrollment of 1,020, and the smallest had 7 students enrolled.

Information on the business colleges is contained in a status report prepared by Gilmore W. Johnson, supervisor of Veterans Education and Private Business, Trade, and Correspondence Schools, State Department of Public Instruction.

Under State law, these private institutions are required to operate under rules and regulations established by the State Board of Education, which exercises general supervision over them through the State Superintendent of Public Instruction. Through supervisory visits made to each school and reports required of the schools, compliance with the requirements of the law is maintained. Each school presently pays a licensing fee of \$25 per year.

Variety of Courses

Standard diploma courses range in length from 9 to 24 months and require 100 clock hours of instruction per month. Rigid controls have not been established to standardize the curricula of the schools, but the number of clock hours of instruction required for various diplomas has been established.

A high school diploma or a high school equivalency certificate issued by the State Department of Public Instruction is required for admission to a diploma course.

Students pursue courses leading to stenographic, secretarial, executive secretarial, medical secretarial, legal secretarial, general business, junior accounting, business administration, and senior accounting diplomas. In the schools that offer instruction in electronic data processing, the instruction is included in the general business and accounting curricula.

Instructional Staffs

Standards relating to instructional personnel and student-teacher ratios are set by the State Board of Education.

Of the 226 teachers employed during the 1964 fall quarter in the 44 business colleges, 10 percent have earned master's or doctor's degrees. Most faculty members have practical on-the-job experience in addition to their educational qualifications. In several schools, certified public accountants and licensed attorneys are employed as teachers on a full-time or part-time basis.

Licensing, Accreditation

Several North Carolina business colleges are accredited by the Accrediting Commission for Business Schools, the only organization recognized by the U. S. Office of Education as an accrediting agency for private business colleges.

North Carolina licensing requirements apply to all private business colleges operating within the State. These requirements assure protection to the public and furnish an authoritative source of information about these schools for high school principals, guidance counselors, teachers, and students who may be considering enrolling in one of these schools.

Over 60 Years

"The private business colleges in North Carolina have been providing specialized programs of business education to meet the changing needs of youth, business and industry for more than sixty years," Johnson's report states, and the graduates of these schools "have an enviable record of success" through those years.

Total enrollment has increased by more than 1,500 over the past six years, and six of the old established business colleges have moved into new buildings especially designed by architects as business college facilities. One new college has a building under construction.

LOOKING BACK

In previous numbers of the
North Carolina Public School Bulletin

Five Years Ago, 1960

Consolidation of the Mecklenburg County and Charlotte school systems into one administrative unit, effective July 1, 1960, was approved by the State Board of Education at its April meeting.

C. H. Jourdan, an engineer with the Division of Plant Operation, State Board of Education Controller's Office, became director of the Division on March 29, succeeding C. W. Blanchard, who retired.

Ten Years Ago, 1955

Federal funds totaling approximately \$455,409 were allotted to 11 of the State's 174 administrative units in fiscal 1954 under Public Law 874, to aid these units in operation and maintenance of their public schools.

Fifteen Years Ago, 1950

Arnold E. Hoffmann, a member of the faculty of Florida State University's School of Music, was recently appointed State supervisor of music. He previously taught music in schools and colleges in Ohio, his native state.

Twenty Years Ago, 1945

A Committee on Veterans Education appointed recently by Superintendent Clyde A. Erwin is preparing lists of institutions and agencies in the State which may be used by veterans under provisions of the "G. I. Bill of Rights," P. L. 346.

Twenty-Five Years Ago, 1940

A Visual Aid project has been set up through the cooperation of the State Department of Public Instruction, the University of North Carolina, and the Works Progress Administration to make pictorial or visual materials available to public schools at cost.

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